



# **GUAM PUBLIC SCHOOL SYSTEM**

**LUIS S.N. REYES  
SUPERINTENDENT OF EDUCATION**

## **ANNUAL STATE OF PUBLIC EDUCATION REPORT SY 2005-2006**

Respectfully Submitted To  
**The Guam Education Policy Board**

**And**

**The People of Guam**



**April 5, 2007**

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## TABLE OF CONTENTS

<b>Superintendent's Message</b>	<b>1</b>
<b>I. INTRODUCTION</b>	<b>3</b>
<b>II. STANDARDS &amp; ASSESSMENT</b>	<b>4</b>
<b>A. Student Demographic Information</b>	<b>5</b>
Table 1 SY 05-06 Enrollment Distribution By Grade	5
Figure 1 SY 05-06 Distribution of Student Enrollment By Grade	5
Table 2 SY 05-06 Distribution of Students Enrolled in Special Programs	6
Figure 2 SY 05-06 Student Enrollment By Gender	6
Figure 3 SY 05-06 Student Enrollment By Ethnic Categories	7
Figure 4 SY 05-06 Distribution of Students By Citizenship	7
Table 3 SY 05-06 Student Distribution of Free Reduced Lunch Participation	8
Table 4 SY 05-06 Average Daily Membership & Average Daily Attendance	8
<b>B. Student Achievement</b>	<b>9</b>
Table 5 SAT10 Distribution of Students Tested By Grade Levels	9
Table 6 SAT10 Comparison of Students Tested & Enrollment By Grade	10
Figure 5 SAT10 Distribution of Students Tested By Education Program	11
Table 7 SAT10 Participation Rates By Education Program	11
Figure 6 SAT10 Distribution of Students Tested by Gender	12
Table 8 SAT10 Participation Rates by Gender Based on Total GPSS Enrollment	12
Figure 7 SAT10 Distribution of Students Tested by Ethnic Categories	13
Table 9 SAT10 Participation Rates by Ethnicity	13
Figure 8 Distribution of Students in Free or Reduced Lunch Program Who Participated in SAT10 Testing	14
<b>SAT10 Results By Performance Levels</b>	<b>14</b>
Figure 9 SAT10 Performance Levels Grade 1 Reading: SY 01-02 to SY 05-06	15
Figure 10 SAT10 Performance Levels Grade 1 Math: SY 01-02 to SY 05-06	15
Figure 11 SAT10 Performance Levels Grade 1 Language: SY 01-02 to SY 05-06	16
Figure 12 SAT10 Performance Levels Grade 2 Reading: SY 04-05 & SY 05-06	16
Figure 13 SAT10 Performance Levels Grade 2 Math: SY 04-05 & SY 05-06	17
Figure 14 SAT10 Performance Levels Grade 2 Language: SY 04-05 & SY 05-06	17
Figure 15 SAT10 Performance Levels Grade 3 Reading: SY 01-02 to SY 05-06	18
Figure 16 SAT10 Performance Levels Grade 3 Math: SY 01-02 to SY 05-06	18
Figure 17 SAT10 Performance Levels Grade 3 Language: SY 01-02 to SY 05-06	19
Figure 18 SAT10 Performance Levels Grade 4 Reading: SY 04-05 & SY 05-06	19
Figure 19 SAT10 Performance Levels Grade 4 Math: SY 04-05 & SY 05-06	20
Figure 20 SAT10 Performance Levels Grade 4 Language: SY 04-05 & SY 05-06	20

---

### **SAT10 Results By Performance Levels (Continuation)**

Figure 21 SAT10 Performance Levels Grade 5 Reading: SY 01-02 to SY 05-06	21
Figure 22 SAT10 Performance Levels Grade 5 Math: SY 01-02 to SY 05-06	21
Figure 23 SAT10 Performance Levels Grade 5 Language: SY 01-02 to SY 05-06	22
Figure 24 SAT10 Performance Levels Grade 6 Reading: SY 04-05 & SY 05-06	22
Figure 25 SAT10 Performance Levels Grade 6 Math: SY 04-05 & SY 05-06	23
Figure 26 SAT10 Performance Levels Grade 6 Language: SY 04-05 & SY 05-06	23
Figure 27 SAT10 Performance Levels Grade 7 Reading: SY 01-02 to SY 05-06	24
Figure 28 SAT10 Performance Levels Grade 7 Math: SY 01-02 to SY 05-06	24
Figure 29 SAT10 Performance Levels Grade 7 Language: SY 01-02 to SY 05-06	25
Figure 30 SAT10 Performance Levels Grade 8 Reading: SY 04-05 & SY 05-06	25
Figure 31 SAT10 Performance Levels Grade 8 Math: SY 04-05 & SY 05-06	26
Figure 32 SAT10 Performance Levels Grade 8 Language: SY 04-05 & SY 05-06	26
Figure 33 SAT10 Performance Levels Grade 9 Reading: SY 01-02 to SY 05-06	27
Figure 34 SAT10 Performance Levels Grade 9 Math: SY 01-02 to SY 05-06	27
Figure 35 SAT10 Performance Levels Grade 9 Language: SY 01-02 to SY 05-06	28
Figure 36 SAT10 Performance Levels Grade 10 Reading: SY 01-02 to SY 05-06	28
Figure 37 SAT10 Performance Levels Grade 10 Math: SY 01-02 to SY 05-06	29
Figure 38 SAT10 Performance Levels Grade 10 Language: SY 01-02 to SY 05-06	29
Figure 39 SAT10 Performance Levels Grade 11 Reading: SY 01-02 to SY 05-06	30
Figure 40 SAT10 Performance Levels Grade 11 Language: SY 01-02 to SY 05-06	30
Figure 41 SAT10 Performance Levels Grade 11 Language: SY 01-02 to SY 05-06	31
Figure 42 SAT10 Performance Levels Grade 12 Reading: SY 04-05 & SY 05-06	31
Figure 43 SAT10 Performance Levels Grade 12 Math: SY 04-05 & SY 05-06	32
Figure 44 SAT10 Performance Levels Grade 12 Language: SY 04-05 & SY 05-06	32

### **SAT10 Results By Cohort Groups**

Table 10 SAT10 Reading Performance Levels Cohort Groups: Grades 1 to 2	33
Table 11 SAT10 Math Performance Levels Cohort Groups: Grades 1 to 2	33
Table 12 SAT10 Language Performance Levels for Cohort Groups: Grades 1 to 2	34
Table 13 SAT10 Reading Performance Levels Cohort Groups: Grades 2 to 3	34
Table 14 SAT10 Math Performance Levels Cohort Groups: Grades 2 to 3	35
Table 15 SAT10 Language Performance Levels for Cohort Groups: Grades 2 to 3	35
Table 16 SAT10 Reading Performance Levels Cohort Groups: Grades 3 to 4	36
Table 17 SAT10 Math Performance Levels Cohort Groups: Grades 3 to 4	36
Table 18 SAT10 Language Performance Levels for Cohort Groups: Grades 3 to 4	37
Table 19 SAT10 Reading Performance Levels Cohort Groups: Grades 4 to 5	37
Table 20 SAT10 Math Performance Levels Cohort Groups: Grades 4 to 5	38
Table 21 SAT10 Language Performance Levels for Cohort Groups: Grades 4 to 5	38
Table 22 SAT10 Reading Performance Levels Cohort Groups: Grades 5 to 6	39
Table 23 SAT10 Math Performance Levels Cohort Groups: Grades 5 to 6	39
Table 24 SAT10 Language Performance Levels for Cohort Groups: Grades 5 to 6	40
Table 25 SAT10 Reading Performance Levels Cohort Groups: Grades 6 to 7	40
Table 26 SAT10 Math Performance Levels Cohort Groups: Grades 6 to 7	41
Table 27 SAT10 Language Performance Levels for Cohort Groups: Grades 6 to 7	41

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**SAT10 Results By Cohort Groups (continuation)**

Table 28 SAT10 Reading Performance Levels Cohort Groups: Grades 7 to 8	42
Table 29 SAT10 Math Performance Levels Cohort Groups: Grades 7 to 8	42
Table 30 SAT10 Language Performance Levels for Cohort Groups: Grades 7 to 8	43
Table 31 SAT10 Reading Performance Levels Cohort Groups: Grades 8 to 9	43
Table 32 SAT10 Math Performance Levels Cohort Groups: Grades 8 to 9	44
Table 33 SAT10 Language Performance Levels for Cohort Groups: Grades 8 to 9	44
Table 34 SAT10 Reading Performance Levels Cohort Groups: Grades 9 to 10	45
Table 35 SAT10 Math Performance Levels Cohort Groups: Grades 9 to 10	45
Table 36 SAT10 Language Performance Levels for Cohort Groups: Grades 9 to 10	46
Table 37 SAT10 Reading Performance Levels Cohort Groups: Grades 10 to 11	46
Table 38 SAT10 Math Performance Levels Cohort Groups: Grades 10 to 11	47
Table 39 SAT10 Language Performance Levels for Cohort Groups: Grades 10 to 11	47
Table 40 SAT10 Reading Performance Levels Cohort Groups: Grades 11 to 12	48
Table 41 SAT10 Math Performance Levels Cohort Groups: Grades 11 to 12	48
Table 42 SAT10 Language Performance Levels for Cohort Groups: Grades 11 to 12	49

**SAT10 Disaggregated Performance Levels**

Figures 45-65 SAT10 Percent of Special Groups at Levels 3 & 4 by Content	50-60
Tables 43-51 Comparative Proportions of Special Groups & General Education	61-69

**Special Education Alternate Assessment 70**

Table 52 Special Education Alternate Assessment Participation Rates	72
Tables 53-59 SAT10 Performance Levels by Content (Alternate Assessment)	73-79

**Percentile Scores**

Table 60 SY 05-06 SAT10 Percentile Scores: Grade By Content Area	80
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**Graduation Rate & Dropout Rate**

Table 61 Percent of Students At or Above the 50th National Percentile Rank	81
Table 62 High School Graduation Rate By School and Total District	82
Table 63 Comparative Cohort Graduation Rates SY 02-03 to SY 05-06	82
Table 64 Comparative High School Dropout Rate SY 03-04 to SY 05-06	83

**III. PERSONNEL QUALITY AND ACCOUNTABILITY 84****A. Demographic Characteristics of GPSS Employees**

Figure 66 GPSS Employee Comparative Distribution By Work Location	84
Table 65 GPSS Employee Distribution By Position	85
Figure 67 GPSS Employee Distribution By Ethnic Categories	85
Figure 68 GPSS Employee Distribution By Gender	86
Table 66 GPSS Employee Distribution By Age Group	86
Table 67 Distribution of GPSS Employee Leave of Absence	87
Table 68 GPSS Employee Attendance Rate	88
Table 69 SY 05-06 Professional School Administrators Certification	89
Table 70 SY 05-06 Classroom Teacher Certification	89
Table 71 SY 05-06 School Librarians Certification	89
Table 72 SY 05-06 School Health Counselors Certification	90

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<b>A. Demographic Characteristics of GPSS Employees (continuation)</b>	
Table 73 SY 05-06 School Guidance Counselors Certification	90
Table 74 SY 05-06 Allied Health Professionals Certification	90
<b>Budget Information</b>	<b>91</b>
Figure 69 GPSS Comparative Appropriations and Expenditures FY 02 to FY 06	91
Table 75 GPSS Comparative Appropriations By Categories FY 02 to FY 06	92
Table 76 GPSS Comparative Expenditures By Categories FY 02 to FY 06	92
Table 77 GPSS Per Pupil Cost (Based On Local Funds) FY 02 to FY 06	93
 <b>IV. SCHOOL-WIDE INDICATOR SYSTEM</b>	 <b>94</b>
Table 78 School Performance Grade Classification (PL 26-26)	94
Table 79 Comparative Distribution of Performance Classification By Grade Level	95
Table 80 Comparative School Composite Report Card Scores	96
Table 81 SY 05-06 District Performance Report Card	97
 <b>V. SY 05-06 EXEMPLARY PROGRAMS &amp; ACCOMPLISHMENTS</b>	 <b>98-102</b>
 <b>VI. Appendix I</b>	

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## **SUPERINTENDENT'S MESSAGE**

### ***Buenas yan Hafa Adai.***

I am pleased to present the State of Public Education Report for School Year 2005-2006. This report is meant to inform all stakeholders about the progress that the Guam Public School System (GPSS) is making towards achieving its academic and operational goals. As a school system comprised of professional and support staff, our organization is obligated to be accountable for the academic progress of public school students; to be responsible for the administrative, financial and operational integrity of GPSS; to the planning and maintenance of our buildings and grounds; and to be mindful of the standards we set for ourselves and the output we put forth as teaching, administrative and skilled labor professionals.

Let me begin by sharing what I find to be our greatest accomplishment, which is in the area of academic gains.

I am pleased to share that schools have demonstrated significant progress based on the results of the Annual School Progress Reports. These reports reflect the composite grade for each school and overall grade as determined by a criteria and indicators adopted by the Guam Education Policy Board.

The School Progress Report reveals that 75% of all public schools achieved a "satisfactory" rating in SY 05-06. Overall, this represents a 22 percentage-point increase from the previous school year in which only 53% received a satisfactory rating. The most notable improvement was with our middle schools, all rating "satisfactory," compared to only 29% the previous school year—a commendable 71 percentage-point increase. The elementary schools also showed an increase in the number of schools that achieved a "satisfactory" rating compared to the previous year. In SY 04-05, there were only 17 (68%) schools at that grade level that achieved a satisfactory rating. In contrast, 18 (72%) elementary schools achieved a satisfactory rating in SY 05-06. Finally, for the first time since the implementation of the School Progress Report grading system, two high schools, Simon Sanchez and John F. Kennedy, achieved a satisfactory rating.

The positive reports are reflective of our educators' unrelenting efforts to provide all students equal opportunity to learn in order that they be prepared for life. The progress of our schools, despite challenges beset the Guam Public School System, clearly demonstrates that we can prevail as a community of learners.

The following goals were adopted by the Guam Education Policy Board and will serve as the focal point for all activities for SY 07-08:

1. All Public School System students will graduate from high school prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.
2. All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.
3. All GPSS personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.
4. All GPSS school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.
5. All GPSS operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

We implemented the Corrective Action Plan (CAP), which lists actions steps GPSS is taking to remove our organization from the “high risk” status that was designated by the U.S. Department of Education in 2003. While this plan is primarily intended to ensure compliance with Federal requirements, it also establishes accountability measures that will ultimately improve operational efficiency and productivity.

Major initiatives are underway in the area of facilities, grounds and maintenance. A strategic plan has been developed to decentralize maintenance services by assigning trades helpers, electricians, carpenters, plumbers and other skilled professionals to four regions. This is intended to improve the response time, promote accountability and foster a stronger sense of partnership between maintenance workers and the schools they serve.

The following high priority action items will be addressed in SY 06-07 to ensure that the goals adopted by the Guam Education Policy Board are achieved:

1. Independent evaluation of the Direct Instruction Reading, Math and Language Programs
2. Comprehensive Review of the 10-Year Master Facilities Plan and Technology Master Plan
3. Management Audit of the entire organizational structure
4. Revision and full implementation of the District Action Plan
5. Strengthening of School–Family–Community Partnership
6. Full implementation and enforcement of the GPSS-Corrective Action Plan

Increasing demands for accountability and output at all levels despite a diminishing base of publicly allocated monies for education is not isolated to GPSS. Contemporary newsprint and trade literature clearly indicates that the pressures on GPSS are consistent with the high standards of performance placed on municipalities throughout the United States. The difference, however, is that we, as a Pacific Island community, have much closer ties to one another and a greater stake in the progress of our beautiful island. We are a resilient people and I am confident that we will stay the course in working to positively shape the minds of our youth and young adults in the months and years ahead.

In closing, I wish to impart the following: Teachers, professional and support staff, managers, skilled working professionals, students, and most especially parents, you are GPSS. Sen dangkolo na agradisimento para hamyo todū ginen i kurason-hu yan si Yu’os Ma’āse’.” Thank you for making every day count in trying to make it better for our public school students. Hamyo ni’ fumāfana’ i famagu’on kada diha, kongsigi i minaolek che’cho’-miyu yan si Yu’os en fambinendisi!

***Senseramente,***

LUIS S. N. REYES  
Superintendent of Education



## I. INTRODUCTION

The report addresses the reporting requirements of *Public Law 26-26* and the provisions of *No Child Left Behind (NCLB)* as described in the Guam Public School System's Board-adopted *District Action Plan (DAP)*.

Public Law 26-26, § 3106 (a) states that "*No later than thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report card on the state of the public schools and progress toward achieving their goals and mission.*" The law specifically requires Guam Public School System (GPSS) to include the following information in the Annual State of Public Education Report:

- (i) Demographic information on public school children in the community;
- (ii) Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;
- (iii) Information pertaining to special program offerings;
- (iv) Information pertaining to the characteristics of the schools and schools' staff, including certification and assignment of teachers and experience of the staff;
- (v) Budget information, including source and disposition of school operating funds and salary data;
- (vi) Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning

Given those specifications, the purpose of the Annual School Progress Report is twofold: (1) to share information about the progress of Guam Public School System towards meeting education goals, which are embodied in the District Action Plan (DAP) and (2) to inform educators and the community at large about programs and activities that affect the quality of educational services and student achievement.

GPSS initiated the collection and reporting of student, staff and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. Reporting the characteristics of our schools and performance of our students does not only provide a means for identifying our strengths and weaknesses, but also facilitates our efforts to bring to life our mission/vision statement: *Our educational community*

***Prepares all students for life***

***Promotes excellence and***

***Provides support.***



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## II. STANDARDS & ASSESSMENT

This section describes the demographic characteristics of our students, identifies the overall strengths and weaknesses of students in basic content areas, and presents the dropout and graduation rates for the entire district and by school. Exemplary programs and initiatives relative to improving student achievement are also described.

Information presented in this section can best be understood relative to the adopted Guam Public School System District Action Plan Standards and Assessment objectives and Public Law 28-45:

- The percentage of students in all grades achieving basic or proficient levels on standards based tests in reading, math, and language arts will reach at least 90% over a 10-year period, beginning with the first year the tests are administered.
- By the end of school year 2008-2009, using SAT9 2002 scores as the baseline data, at least 50% of students in the grades tested will reach the 50th percentile in reading, math and language arts.
- Public Law 28-45, "Every Child is Entitled to An Adequate Education Act" Section 10. Guam Public School System. 5 GCA §3107 is hereby *amended* to read: "§3107. Guam Public School System. There is within the Executive Branch of the government of Guam a Guam Public School System. It is the mission of the Guam Public School System and the duty of all public officials of the Executive Branch of the government of Guam to provide an adequate public educational system as required by Section 29(b) of the Organic Act, as amended, and to that end provide an adequate public education for all public school students as those terms are defined at 1 GCA §715; and *to effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached.*" (Italics added).

## A. STUDENT DEMOGRAPHIC INFORMATION

The Guam Public School System provided free and appropriate public education to 31,274 students. Table 1 depicts SY 2005-2006 student enrollment distribution by grade levels. Examination of Table 1 indicates that the enrollment ranged from a low of 496 (1.6%) in Head Start to a high of 2,966 (9.5%) in Grade 9.

<b>Table 1</b> <b>Guam Public School System</b> <b>SY 2005-2006 Enrollment Distribution by Grade</b>		
<b>GRADE LEVEL</b>	<b>ENROLLMENT</b>	<b>% OF TOTAL GPSS</b>
Head Start	496	1.6%
Kindergarten	2,267	7.2%
Grade 1	2,503	8.0%
Grade 2	2,472	7.9%
Grade 3	2,488	8.0%
Grade 4	2,360	7.5%
Grade 5	2,465	7.9%
Grade 6	2,462	7.9%
Grade 7	2,014	6.4%
Grade 8	2,376	7.6%
Grade 9	2,966	9.5%
Grade 10	2,725	8.7%
Grade 11	2,015	6.4%
Grade 12	1,665	5.3%
<b>TOTAL GPSS ENROLLMENT</b>	<b>31,274</b>	<b>100.0%</b>

**Figure 1**  
**SY 2005-2006 DISTRIBUTION OF STUDENT ENROLLMENT**  
**BY GRADE LEVELS**

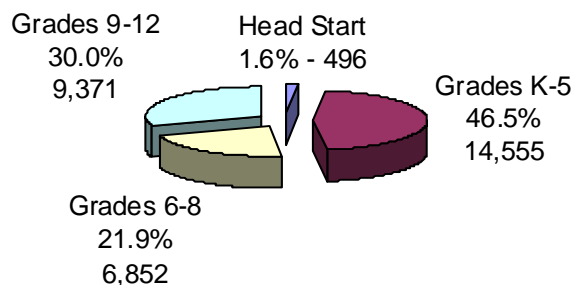


Figure 1 illustrates the distribution of students by grade levels: Head Start, Elementary, Middle and High. The majority of students are enrolled in elementary grades, comprising 46.5% of the total population. The middle and high schools respectively made up 21.9% and 30% of all students enrolled as of September 30, 2005.

Table 2 shows the distribution of students by special programs. There were 21,704 students who participated in one or more special programs. Students in the Language Other Than English (LOTE) program made up 45% (13,939) of that total. Head Start with 496 students showed the lowest distribution, comprising 2% of the total special programs population.

<b>Table 2</b> <b>Guam Public School System</b> <b>SY 05-06 Distribution of Students Enrolled in Special Programs</b>		
<b>SPECIAL PROGRAMS</b>	<b>NUMBER OF STUDENTS</b>	<b>PERCENT OF TOTAL</b>
Gifted and Talented Education (GATE)	1,097	4%
Special Education	2,691	9%
Language Other Than English (LOTE)	13,939	45%
DEED	1,932	6%
Head Start	496	2%
<i>Eskuelan Puengi</i>	1,549	5%
<b>TOTAL SPECIAL PROGRAMS</b>	<b>21,704</b>	<b>69%</b>
<b>GPSS TOTAL ENROLLMENT</b>	<b>31,274</b>	<b>100%</b>

It is important to note that students may be enrolled in more than one special program.

Figure 2 depicts the enrollment distribution by gender for students enrolled in Head Start through 12<sup>th</sup> grade. Males comprise the majority of the student population with an enrollment of 16,382 (52%), while females make up 48% (14,892).

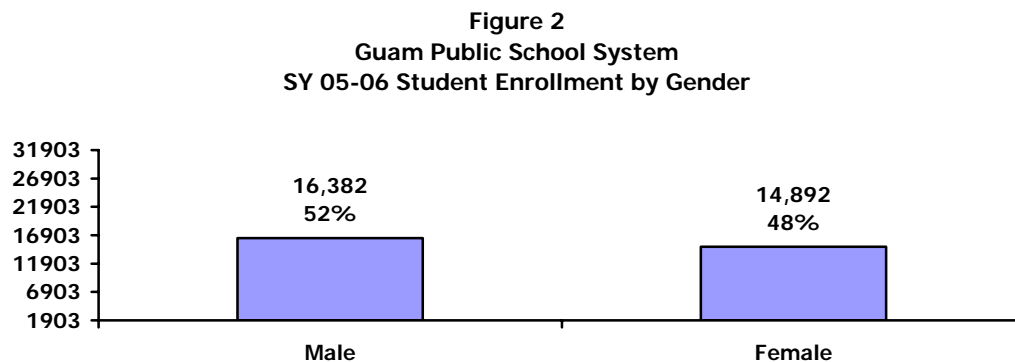
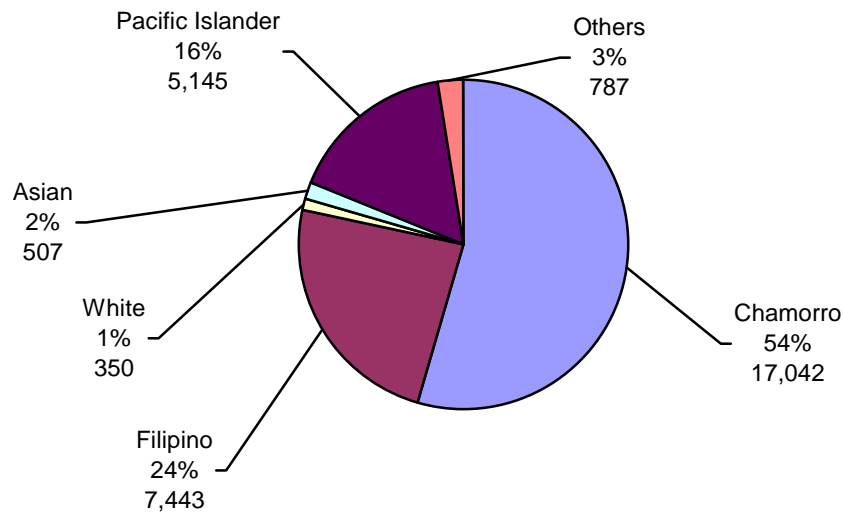


Figure 3 reflects the distribution of students by ethnic categories. Chamorro students comprise the majority of the total student population with an enrollment of 17,042 (54%), while White Non-Hispanic and Asian students respectively show the lowest proportions, respectively comprising 1% and 2% of the total population. Filipinos make up the second highest proportion (24%) with 7,443 students.

**Figure 3**  
**Guam Public School System**  
**SY 05-06 Student Enrollment by Ethnic Categories**



The Chamorro category includes the frequency distribution of students under Rota, Saipan and Tinian categories. Asian is comprised of Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic categories. Pacific Islander includes Hawaiian, Samoan, Kosrean, Ponpeian, Chuukese, Yapese, Marshallese, Palauan and Other Pacific Islander. Other is made up of Black, Hispanic, American Indian-Native Alaskan, Unknown and Mixed ethnic categories.

**Figure 4**  
**Guam Public School System**  
**SY 05-06 Distribution of Students by**  
**Citizenship**

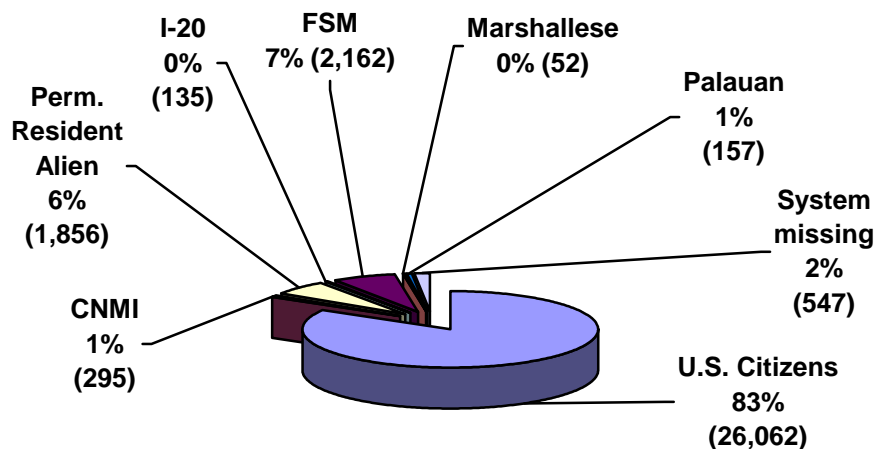


Figure 4 shows the distribution of students by citizenship. As expected, most students are U.S. citizens, with an enrollment of 26,062 (83%) of the total population. The second highest category is the permanent resident, green card holders with 1,856 (6%) students. The Marshallese and I-20 Foreign Students each make up less than 1% of the total population.

<b>Table 3</b> <b>Guam Public School System</b> <b>SY 05-06 Student Distribution of Free or Reduced Lunch Participation</b>				
	<b>FREE</b>	<b>REDUCED</b>	<b>TOTAL</b>	<b>PERCENT</b>
Elementary School	8,562	1,232	9,794	64%
Middle School	3,031	452	3,483	23%
High School	1,866	209	2,075	14%
<b>Total</b>	<b>13,459</b>	<b>1,893</b>	<b>15,352</b>	<b>100%</b>
<b>Percent of Total (15,352)</b>	88%	12%	100%	

Analysis of Table 3 indicates that a total of 15,352 participated in the free and reduced lunch program. Given the total enrollment of 31,274, forty-nine percent (49%) of our students participated in the lunch program. Of the total number of participants, 88% were in the free lunch program, while 12% were in the reduced program.

### Attendance Rates

The attendance rates of students provide contextual information, which is critical in understanding their achievement and performance levels. Table 4 depicts the average daily membership, average daily attendance and attendance rates by elementary, middle school, high school and total GPSS. The average daily membership indicates the average number of students enrolled in any given school day. The average daily attendance indicates the average number of students that are actually present in school at any given day.

<b>Table 4</b> <b>Guam Public School System</b> <b>SY 05-06 Student Average Daily Membership, Average Daily Attendance and Attendance Rates</b>			
	<b>Average Daily Membership</b>	<b>Average Daily Attendance</b>	<b>Attendance Rate</b>
Elementary Schools	14,617	13,785	94.0%
Middle Schools	6,801	6,321	93.0%
High Schools	9,043	8,134	90.0%
<b>GPSS</b>	<b>30,461</b>	<b>28,240</b>	<b>93.0%</b>

Analysis of Table 4 reveals that on the average, 30,461 students were enrolled in school. Of the average daily membership, 93% (28,240) were present in school. This also means that on the average 2,221 students were absent on any given day. Further examination shows that the elementary schools had the highest average daily attendance (94%), compared to the middle (93%) and high schools (90%).

## B. STUDENT ACHIEVEMENT

The Guam Public School System administers an annual district-wide testing program using the Stanford Achievement Test, *tenth edition* (SAT10) for the following reasons:

- Guam Public Law 13-101 GCS § 11220-11223, regarding Basic Education, requires appropriate evaluation procedures to assess student performance.
- Testing provides technically sound information about how students perform relative to Guam content standards and to national norms, which helps gauge the success of our schools.
- Testing serves as one of the indicators in the Guam educational accountability system.

GPSS administered the SAT9 to students from SY 1995-1996 to SY 2003-2004, and began testing students with the SAT10 in SY 2004-2005. As a norm-referenced test, student scores are compared to the performance of a norm group, comprised of a national sample. Student scores indicate the proportion of students in the norm group that the student out-scored. The SAT10 multiple-choice format is administered to students in grades 1-12 in May.

### Who participated in SAT10 testing?

Table 5 shows the SY 05-06 number of students tested with SAT10. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

<b>Table 5</b> <b>Guam Public School System</b> <b>SY 05-06 SAT10 Distribution of Students Tested by Grade Levels</b>		
<b>Grade Levels</b>	<b>Number of Students Tested</b>	<b>Percent of Total Tested</b>
Grade 1	2,447	9%
Grade 2	2,437	9%
Grade 3	2,448	9%
Grade 4	2,322	9%
Grade 5	2,422	9%
Grade 6	2,357	9%
Grade 7	1,963	7%
Grade 8	2,317	9%
Grade 9	2,802	10%
Grade 10	2,375	9%
Grade 11	1,649	6%
Grade 12	1,242	5%
<b>Total</b>	<b>26,781</b>	<b>100%</b>

Analysis of Table 5 indicates that grade 9, which makes up 10% of the total tested, had the highest proportions of students who took the SAT10 test. The lowest proportion was in grade 12 with only 5% (1,242) tested. High school administrators attribute the high proportion of 9<sup>th</sup> graders to the number of students who did not have sufficient credits for 10<sup>th</sup> grade.

<b>Table 6</b> <b>Guam Public School System</b> <b>SY 05-06 SAT10 Comparison of Students Tested &amp; Enrollment By Grade</b>			
<b>Grade Levels</b>	<b>Average Daily Membership</b>	<b>Number of Students Tested</b>	<b>Percent of Total Tested</b>
Grade 1	2,507	2,447	98%
Grade 2	2,476	2,437	98%
Grade 3	2,482	2,448	99%
Grade 4	2,357	2,322	99%
Grade 5	2,454	2,422	99%
Grade 6	2,438	2,357	97%
Grade 7	2,006	1,963	98%
Grade 8	2,357	2,317	98%
Grade 9	2,978	2,802	94%
Grade 10	2,704	2,375	88%
Grade 11	1,869	1,649	88%
Grade 12	1,489	1,242	83%
<b>Total</b>	<b>28,117</b>	<b>26,781</b>	<b>95%</b>

Table 6 shows that 95% of all students enrolled in grades 1-12 participated in the SY 05-06 SAT10 testing. The 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders had the highest participation rates (99%) of total students enrolled. In contrast, the 12<sup>th</sup> grade students only had a participation rate of 83%.

### Participation Rates of Subgroups

The Guam Public School System, in compliance with Individuals with Disabilities Education Act (IDEA) and provisions of the *No Child Left Behind Act*, monitors the participation rates of students with special needs and other subgroups that school districts throughout the nation have historically excluded from testing. Participation rates are generally designed to address two major questions: 1. What proportion of the total number of a given subgroup (e.g. special education) participated in the GPSS annual SAT10 assessment? 2. Of the total number of students tested in SY 05-06, what proportion was comprised of a given subgroup?

There are generally two methods used to compute the participation rates:

1. By dividing the total number of students tested of a given subgroup by the subgroup's total number enrolled, and
2. By dividing the subgroup's total number tested by GPSS total number tested.

Over the past five years, the school system has made a concerted effort to include as many students as possible in the annual norm-referenced testing. Students with special needs, such as those receiving special education services and those who are in the Language Other Than English (LOTE) program were provided accommodations when it was deemed necessary by teachers. The following section presents the participation rates of students by special education program, free or reduced lunch program, ethnic categories, and gender.

### Participation Rates by Education Program



Figure 5 depicts the SAT10 SY 05-06 distribution of students tested by education program. Approximately 33% (8,713) of the total number of students (26,781) who participated in SAT10 were enrolled in the Special Education, Language Other Than English (LOTE) and/or Gifted and Talented (GATE) programs. Students who did not indicate participation in special education, LOTE or GATE were classified under the general education category. Figure 5 shows that 67% (18,068) of the total participating in the SY 05-06 SAT10 testing were in the general education program.

**Figure 5**  
**Guam Public School System**  
**SY 2005-2006 SAT10 DISTRIBUTION OF STUDENTS TESTED**  
**BY EDUCATION PROGRAM**

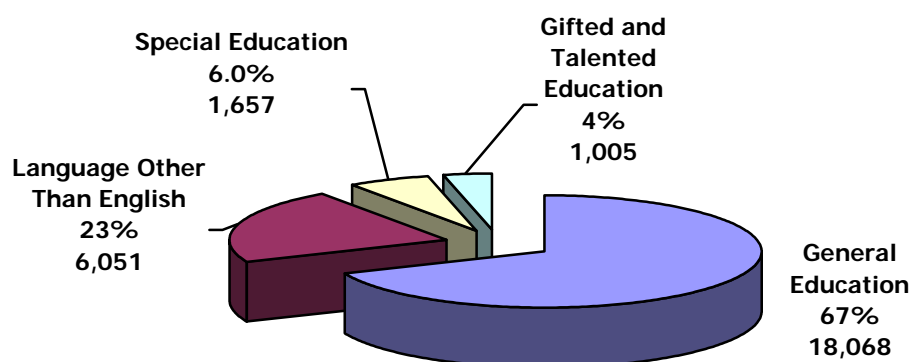


Table 7 addresses the following question: Of the total number of students enrolled in a given program, what proportion participated in the SY 05-06 SAT10 testing? Analysis of Table 7 indicates that 66% of students receiving special education services were tested. In contrast, 92% of the gifted and talented students were tested. This may be attributed to a higher number of students identified as GATE during the SAT10 testing. Students in the LOTE program showed the lowest participation rate (43%) compared to the rates noted for Special Education and GATE. Overall, 50% of students in the special services program were tested.

Table 7 GPSS SY 05-06 SAT10 Participation Rates by Education Program			
Program	Number of Students Tested	Number of Students Enrolled in Program	Participation Rate (Based on Program Total Enrollment)
LOTE	6,051	13,994	43%
Special Education	1,657	2,497	66%
GATE	1,005	1,097	92%
<b>TOTAL</b>	<b>8,713</b>	<b>17,588</b>	<b>50%</b>

### Participation Rates by Gender

Figure 6 shows the SAT10 SY 05-06 distribution of students tested by gender categories. Analysis of Figure 6 indicates that 51% (13,656) of the total number of students (26,781) who participated in SAT10 were males, while 47% (12,653) were females. There were 472 (2%) SAT10 student demographic sheets that lacked the student gender identity.

**Figure 6**  
**Distribution of Students Tested by Gender**

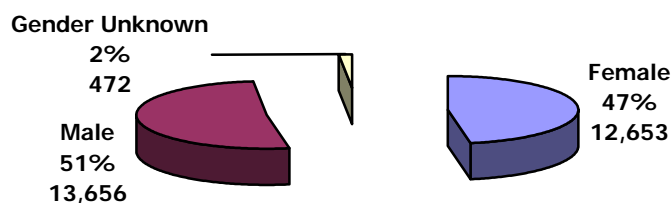


Table 8 addresses the following question: Of the total number of students enrolled in each gender category, what proportion participated in the SY 05-06 SAT10 testing? The table shows the participation rates in SAT10 testing by gender categories. Analysis of Table 8 indicates that 93% of students enrolled as females participated in testing, while only 91% of the total (13,656) males enrolled took the test. The overall participation rate was 92%, with 472 students who did not complete the gender category and whose gender was unknown.

<b>Table 8</b> <b>Guam Public School System</b> <b>SY 05-06 SAT10 Participation Rates by Gender Based on Total GPSS Enrollment</b>			
<b>Gender</b>	<b>Number of Students Tested</b>	<b>Number of Students Enrolled (Grade 1-12)</b>	<b>Participation Rate (Based on Total Number Enrolled)</b>
<b>Female</b>	12,653	13,563	93%
<b>Male</b>	13,656	14,948	91%
<b>Unknown</b>	472	0	n/a
<b>TOTAL</b>	<b>26,781</b>	<b>28,511</b>	<b>92%</b>

### Participation Rates by Ethnic Categories

**Figure 7**  
**Guam Public School System**  
**SY 05-06 Distribution of Students Tested by Ethnic Categories**

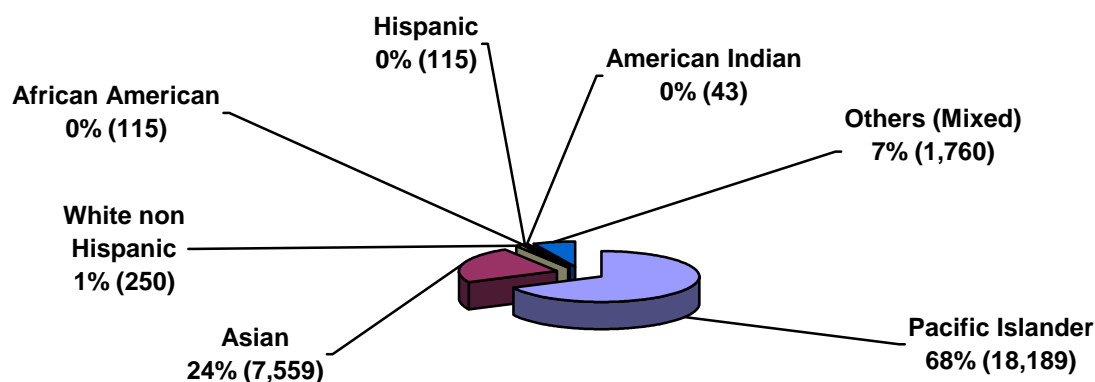


Figure 7 shows the SAT10 SY 05-06 distribution of students tested by ethnic categories. While Pacific Islander students made up 68%, students in the African American and Hispanic categories made up less than 1% of the total number of students tested.

Table 9 addresses the following question: Of the total number of students enrolled in each ethnic category, what proportion participated in the SY 05-06 SAT10 testing? The table shows the participation rates in SAT10 testing by ethnic categories.

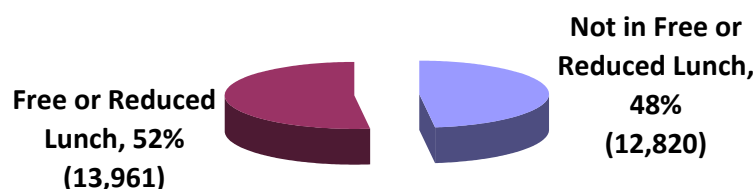
Table 9 Guam Public School System SY 05-06 SAT10 Participation Rates by Ethnicity			
	Number of Students Tested	Number of Students Enrolled	Participation Rate (Based on Total Number Enrolled)
Pacific Islander	18,185	19,948	91%
Asian	6,313	7,559	84%
African American	115*	87	*
Hispanic	115*	41	*
American Indian	43*	13	*
White non-Hispanic	250	332	75%
Other	1,760*	531	*
<b>TOTAL</b>	<b>26,781</b>	<b>28,511</b>	<b>94% **</b>
* Attributed to differences in how student ethnicity was coded for SAT10 and the Columbia School System			
** 94% includes students that did not complete ethnic category in the SAT10 demographic sheet			

Analysis of Table 9 indicates that the Pacific Islander category had the highest participation rate (91%) based on the total number of Pacific Islander students in the general population. The White non-Hispanic showed the lowest rate of 75%. Caution should be applied in interpreting data in Table 9 given the revealed discrepancy in how student ethnicity was coded for SAT10 and the Student Information System. Students and teachers identified the ethnic categories for SAT10. The ethnic frequency distribution for the total population was derived from the Columbia School Information System.

## FREE & REDUCED LUNCH PROGRAM

Participation in the Free or Reduced Lunch Program is an indicator of student socio-economic status. Eligibility for this program is based on the number of people in the household and the total household income. Figure 8 shows that 52% (13,961) of students who participated in SAT10 testing were in the free and reduced lunch program.

**Figure 8**  
**Guam Public School System**  
**Distribution of Students in Free or Reduced Lunch Program Who**  
**Participated in SY 05-06 SAT 10 Testing**



## SAT10 RESULTS BY PERFORMANCE LEVELS

As noted earlier, the department's objective for improving student achievement is to have at least 90% of our students performing at the basic or proficient levels over a 10-year period, beginning with the first year the test is administered. Because the GPSS currently does not have a standards based test, the SAT10 performance standards are used to monitor student progress with SY 01-02 as the baseline year.

The SAT10 *performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas*. Expert panels of educators, who judged each test question on the basis of how students at different levels of achievement should perform, determined the Stanford Achievement Standards. The four performance standards or levels are:

- Below Basic:** indicates **little or no mastery** of fundamental knowledge and skills.
- Basic:** indicates **partial mastery** of the knowledge and skills that are fundamental for satisfactory work.
- Proficient:** represents **solid academic performance**, indicating that students are prepared for the next grade.
- Advanced:** signifies **superior performance**, beyond grade-level mastery.

Figures 9-44 on the following pages illustrate the SAT9 and SAT10 performance standards results for reading, mathematics and language arts by grade levels.

**Figure 9 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 1 Reading: SY 01-02 to SY 05-06**

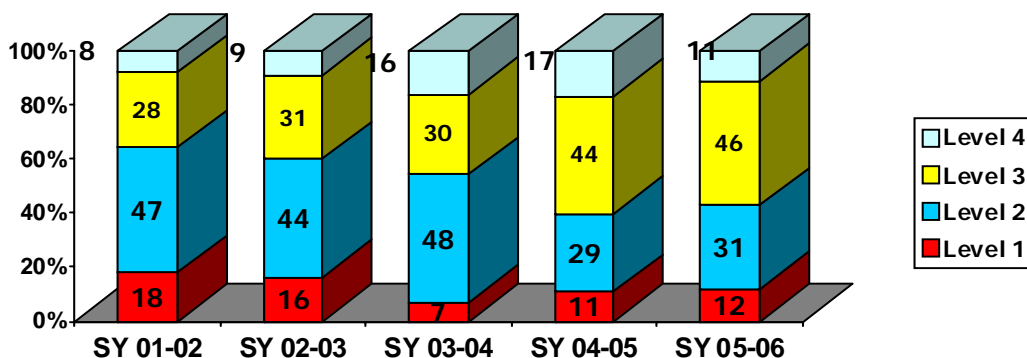


Figure 9 shows the SAT10 Grade 1 Reading Performance Levels from SY 01-02 to SY 05-06. Figure 9 reveals that in SY 05-06, the percentage of students performing at the proficient and advanced levels, decreased by 4 percentage points compared to proportion of grade 1 students in SY 04-05. In contrast, the percentage of students at basic and below basic increased by 3 percentage points in SY 05-06 compared to the previous year.

**Figure 10 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 1 Math: SY 01-02 to SY 05-06**

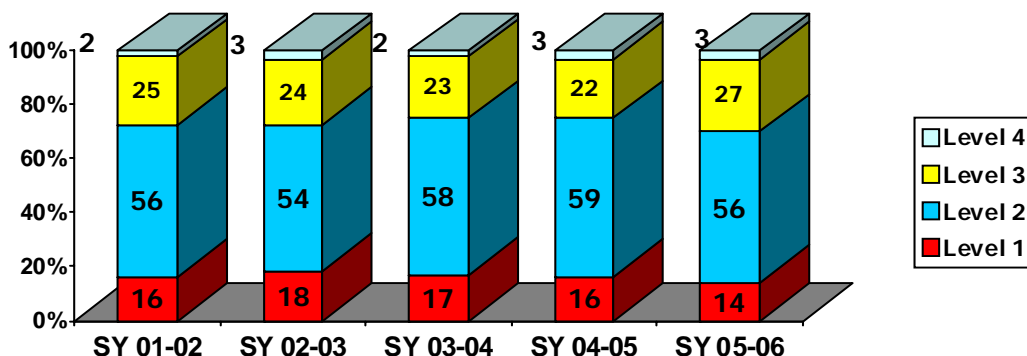


Figure 10 shows the SAT10 Grade 1 Mathematics Performance Levels from SY 01-02 to SY 05-06. Analysis of Figure 10 reveals that the percentage of grade 1 students at the proficient and advanced levels for SY 05-06 was 30, which is 5 percentage points higher than the previous year. A comparative analysis of student performance in math over the past five years shows minimal differences among the different groups of first graders.

**Figure 11 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 1 Language: SY 01-02 to SY 05-06**

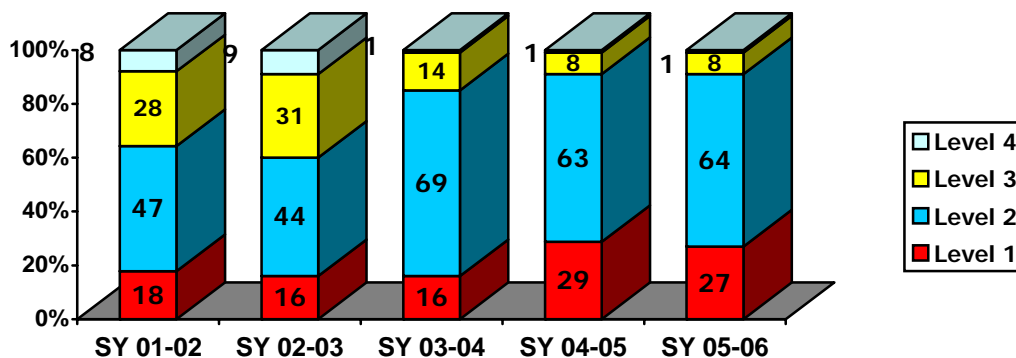


Figure 11 shows the SAT10 Grade 1 Language Performance Levels from SY 01-02 to SY 05-06. Analysis of Figure 11 reveals that the total percentage of grade 1 students performing at proficient and advanced levels for SY04-05 and SY 05-06 was 9 indicating no change from the previous year. A comparative analysis of the proportion of students at the proficient and advanced levels in SY 05-06 (9) also shows a significant decrease compared to the proportion of students at those levels when the SAT9 was administered in SY 01-02 and SY 02-03.

**Figure 12 GPSS SAT10 PERFORMANCE LEVELS**  
**GRADE 2 Reading SY 04-05 & SY 05-06**

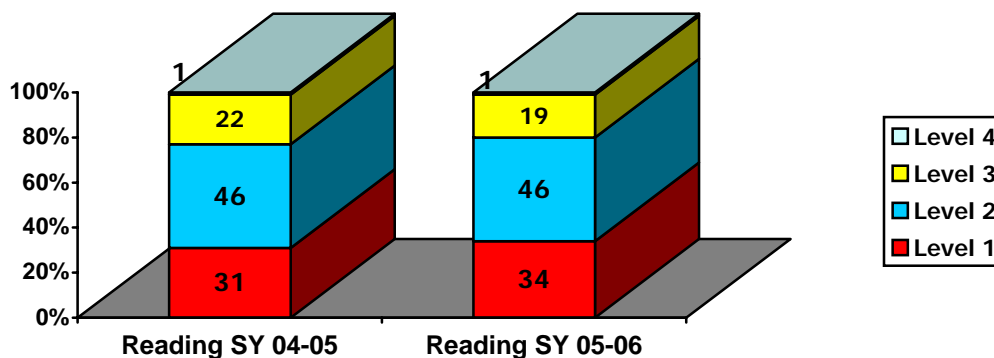


Figure 12 shows the SAT10 Grade 2 Performance Levels in Reading for SY 04-05 and SY 05-06. Figure 12 shows that in SY 05-06, the proportion of students performing at the proficient and advanced in reading decreased by 3 percentage points. The figure also shows an increase in the percentage of grade 2 students performing below the proficiency level increased to 80% in SY 05-06.

**Figure 13 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 2 Math SY 04-05 & SY 05-06**

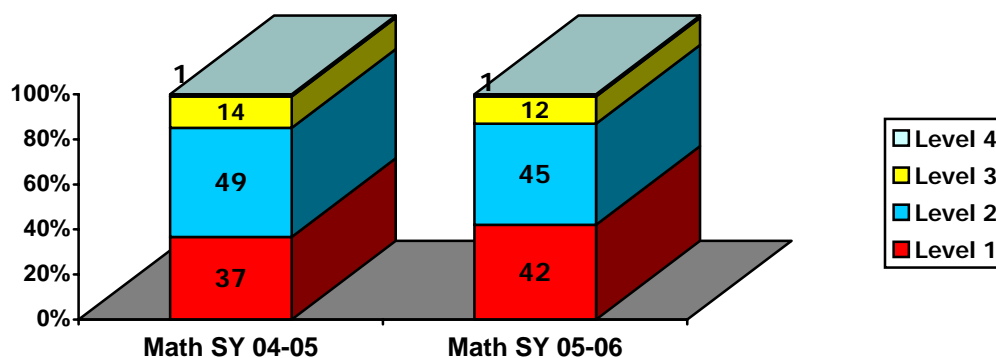


Figure 13 shows the SAT10 Grade 2 Performance Levels in Math for SY 04-05 and SY 05-06. Figure 13 shows that in SY 05-06, the proportion of students performing at the proficient and advanced in reading decreased by 2 percentage points. The figure also shows an increase in the percentage of grade 2 students performing below the proficiency level increased to 87% in SY 05-06.

**Figure 14 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 2 Language SY 04-05 & SY 05-06**

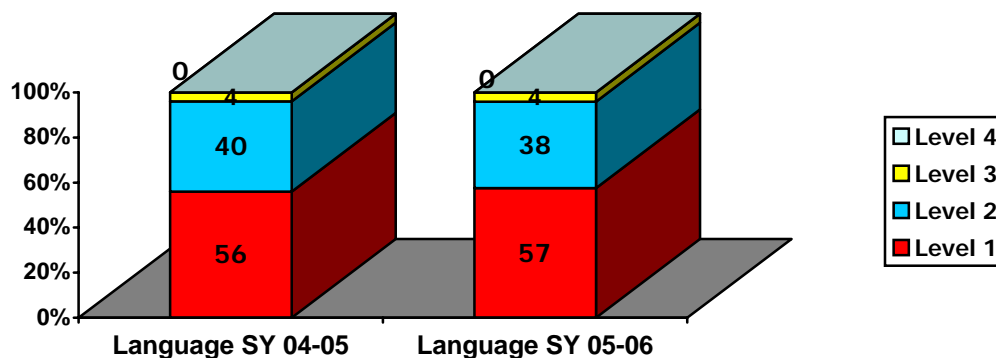


Figure 14 shows the SAT10 Grade 2 Performance Levels in Language for SY 04-05 and SY 05-06. Figure 14 shows that in SY 05-06, the proportion of students performing at the proficient and advanced in reading was equal to the percentage of students performing at those levels in SY 04-05. The figure also shows that the percentage of grade 2 students performing below the proficiency level 95% in SY 05-06.



**Figure 15 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 3 Reading: SY 01-02 to SY 05-06**

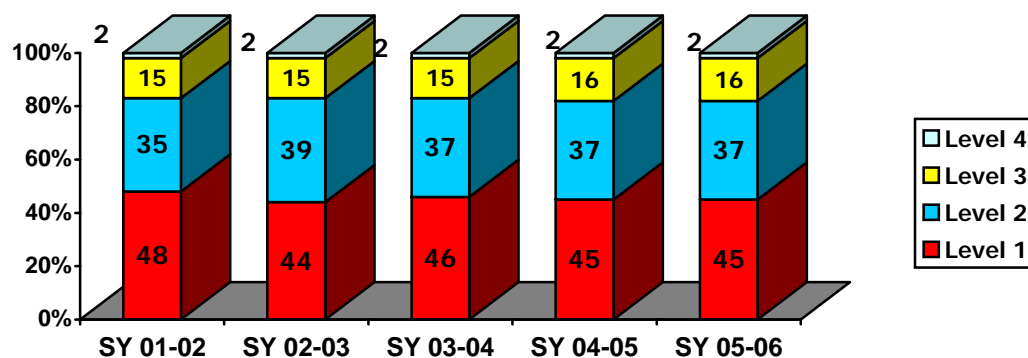


Figure 15 depicts the Grade 3 Reading Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 15 reveals that the total percentage of grade 3 students achieving at the proficient and advanced levels for SY 05-06 was 18, which is equal to the total percentage for the previous year. Analysis of the combined proportions of students at the basic and below basic levels shows only a decrease of 1 percentage point in SY 05-06 compared to the proportion of third graders in SY 01-02.

**Figure 16 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 3 Mathematics: SY 01-02 to SY 05-06**

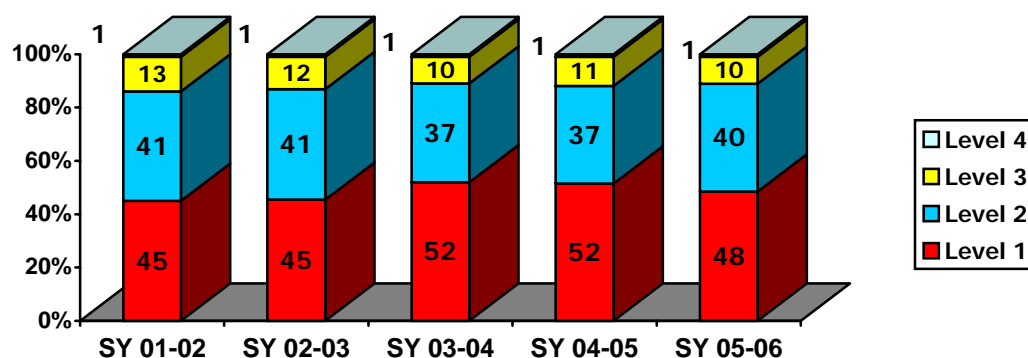


Figure 16 depicts the Grade 3 Mathematics Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 16 reveals that the total percentage of grade 3 students achieving at the proficient and advanced levels for SY 05-06 was 11, which is 1 percentage point lower than the proportion for the previous school year. However, the combined proportion of students at the basic and below basic levels shows that the total percentage (88%) for SY 05-06 is slightly higher than that of the third graders in SY 01-02, but decreased 1 percentage point compared to the previous year (SY04-05).

**Figure 17 GUAM PSS SAT9/10 PERFORMANCE LEVELS  
GRADE 3 Language: SY 01-02 to SY 05-06**

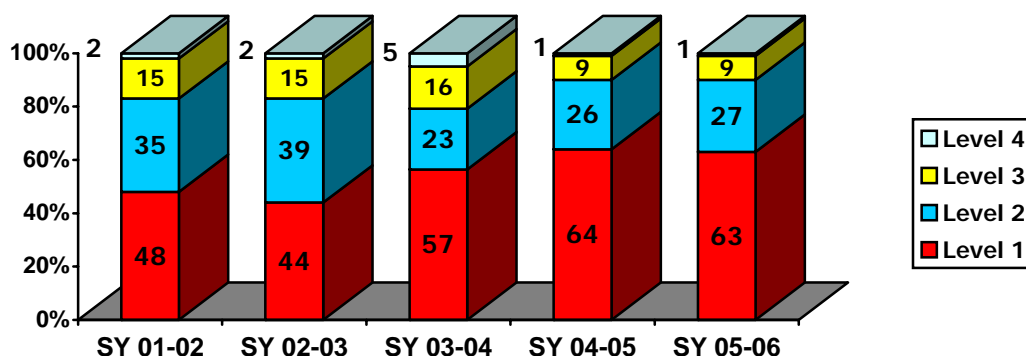


Figure 17 depicts the Grade 3 Language Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 17 reveals that the total percentage of grade 3 students achieving at the proficient and advanced levels for SY 05-06 was 10, which is equal to the total percentage for the previous year. The combined proportions of students at the basic and below basic levels shows that the total percentage (90%) for SY 05-06 is 7 percentage points higher compared to the proportion in SY 01-02.

**Figure 18 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 4 Reading SY 04-05 and SY 05-06**

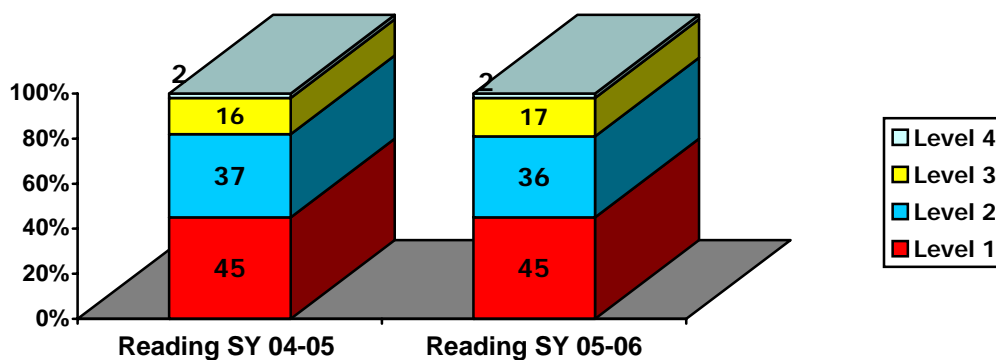


Figure 18 shows the SAT10 Grade 4 Performance Levels in Reading for SY 04-05 and SY 05-06. Figure 18 shows that the percentage (19%) of grade 4 students performing at the proficient and advanced levels in reading increased by 1 percentage point compared to the previous year. The figure also shows that the proportion of students performing below proficiency level in math was 81% in SY 05-06, which is 1 percentage point less compared to the previous year.

**Figure 19 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 4 Math SY 04-05 & SY 05-06**

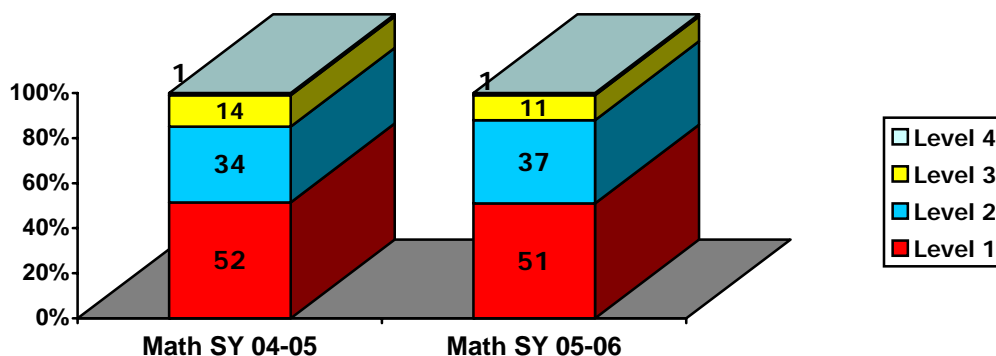


Figure 19 shows the SAT10 Grade 4 Performance Levels in Math for SY 04-05 and SY 05-06. Figure 19 shows that the percentage of grade 4 students performing at the proficient and advanced levels in math decreased by 3 percentage points. The figure also shows that for SY 05-06 the proportion of students performing below the proficiency level in math was 88%, which is 2 percentage points more than the previous year.

**Figure 20 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 4 Language SY 04-05 & SY 05-06**

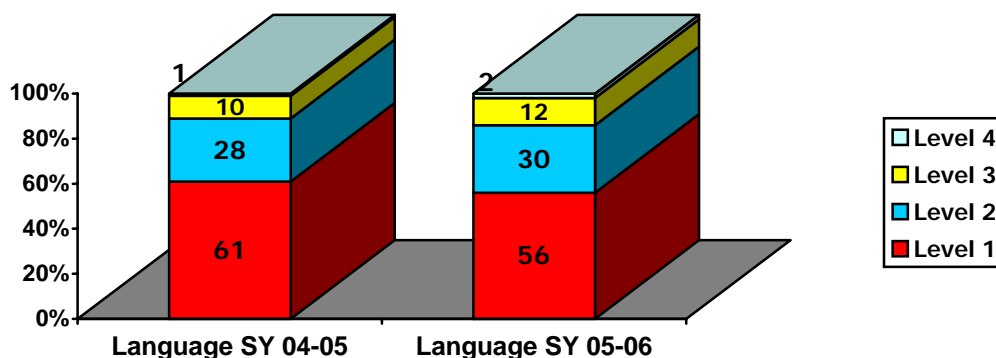


Figure 20 shows the SAT10 Grade 4 Performance Levels in Language for SY 04-05 and SY 05-06. Figure 20 shows that the percentage of grade 4 students performing at the proficient and advanced levels in language increased by 3 percentage points. The figure also shows that the proportion of students performing below the proficiency level in language was 86% in SY 05-06, which is 3 percentage points lower than the previous year.

**Figure 21 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 5 Reading: SY 01-02 to SY 05-06**

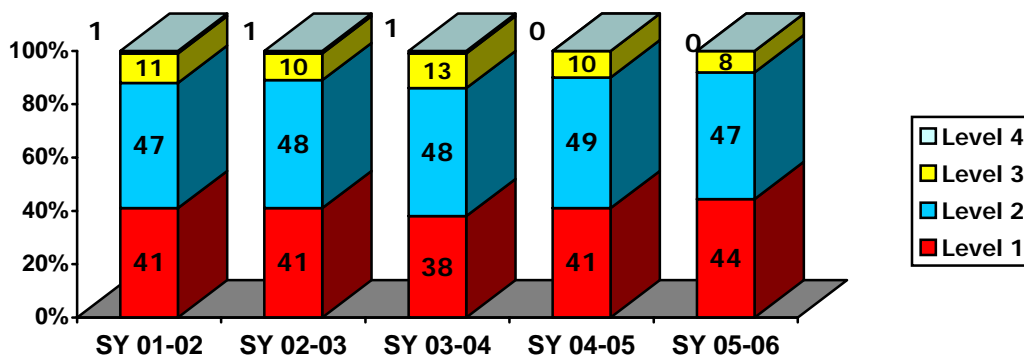


Figure 21 depicts the Grade 5 Reading Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 21 reveals that the total percentage of grade 5 students achieving at the proficient and advanced levels for SY 05-06 was 8, which is 2 percentage points lower than the total percentage for the previous school year. The combined proportions of students at the basic and below basic levels shows that the total percentage (91%) for SY 05-06 is at least 1 percentage point higher compared to the proportions for the previous school years.

**Figure 22 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 5 Mathematics: SY 01-02 to SY 05-06**

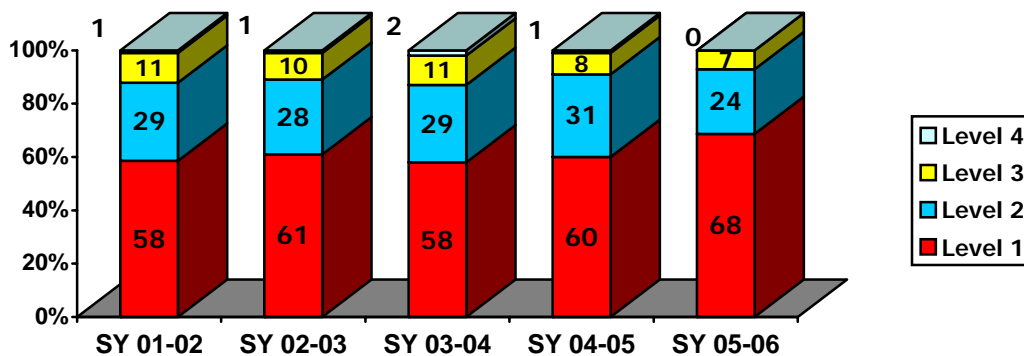


Figure 22 depicts the Grade 5 Mathematics Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 22 reveals that the total percentage of grade 5 students achieving at the proficient and advanced levels for SY 05-06 was 7, which is 2 percentage points lower than the total percentage for the previous school year. The combined proportions of students at the basic and below basic levels shows that the total percentage (92%) for SY 05-06 is at least 1 percentage point higher compared to the proportions for the previous school years.

**Figure 23 GPSS SAT9/10 PERFORMANCE LEVELS  
GRADE 5 Language: SY 01-02 to SY 05-06**

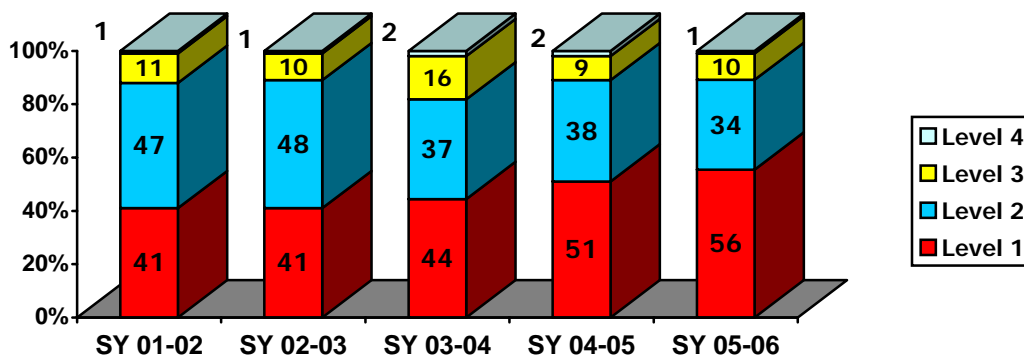


Figure 23 depicts the Grade 5 Language Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 23 reveals that the total percentage of grade 5 students achieving at the proficient and advanced levels for SY 05-06 was 11, which is equal to the total percentage for the previous year. The combined proportions of students at the basic and below basic levels shows that the total percentage (90%) for SY 05-06 is 1 percentage point higher than the proportion for the previous year.

**Figure 24 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 6 Reading SY 04-05 & SY 05-06**

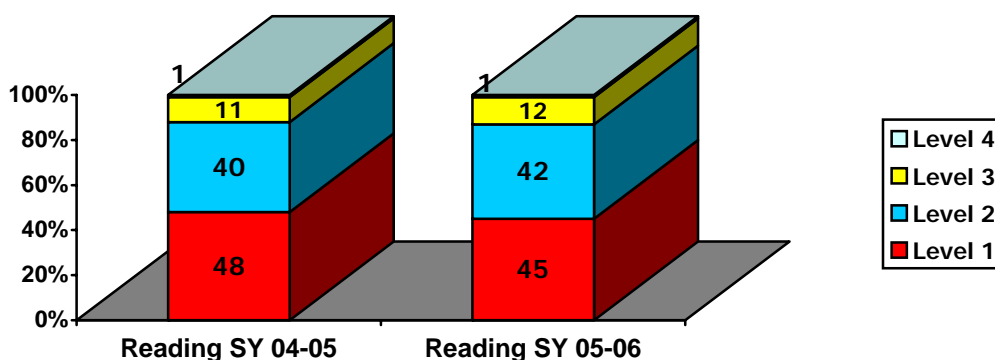


Figure 24 shows the SAT10 Grade 6 Performance Levels in Reading for SY 04-05 and SY 05-06. Figure 24 shows that percentage of grade 6 students performing at the proficient and advanced levels in reading increased by 1 percentage point. The figure also shows that the proportion of students performing below the proficiency level in reading was 87% in SY 05-06, which is 1 percentage point lower than the previous year.

**Figure 25 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 6 Math SY 04-05 & SY 05-06**

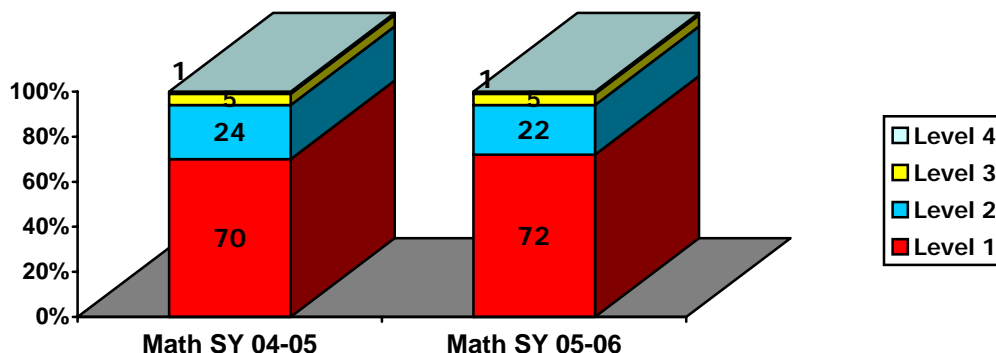


Figure 25 shows the SAT10 Grade 6 Performance Levels in Math for SY 04-05 and SY 05-06. Figure 25 shows that percentage of grade 6 students performing at the proficient and advanced levels in math was the same (6%) for both school years. The figure also shows that the proportion of students performing below the proficiency level 94% for both years.

**Figure 26 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 6 Language SY 04-05 & SY 05-06**

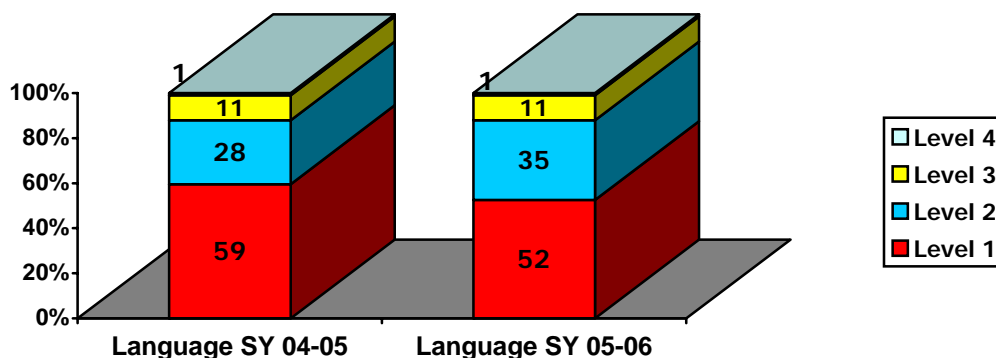


Figure 26 shows the SAT10 Grade 6 Performance Levels in Language for SY 04-05 and SY 05-06. Figure 26 shows that percentage of grade 6 students performing at the proficient and advanced levels in language was the same (12%) for both school years. The figure also shows that the proportion of students performing below the proficiency level was 87% for both years. It should be noted however that the proportion of students at the basic level (35%) in SY 05-06 was higher compared to the proportion (28%) for SY 04-05.

**Figure 27 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 7 Reading: SY 01-02 to SY 05-06**

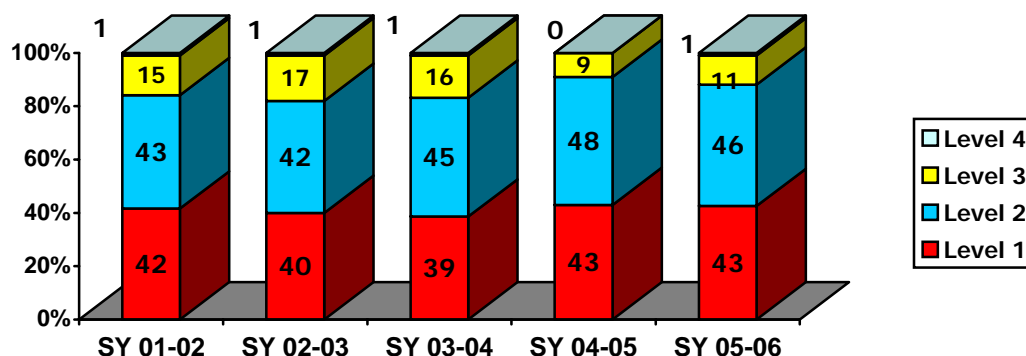


Figure 27 depicts the Grade 7 Reading Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 27 reveals that the total percentage of grade 7 students achieving at the proficient and advanced levels for SY 05-06 was 12, which is 3 percentage points higher than the total percentage for the previous school year. The combined proportions of students at the basic and below basic levels shows that the total percentage (89%) for SY 05-06 is 2 percentage points lower than the proportion (91%) for the previous school year.

**Figure 28 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 7 Mathematics: SY 01-02 to SY 05-06**

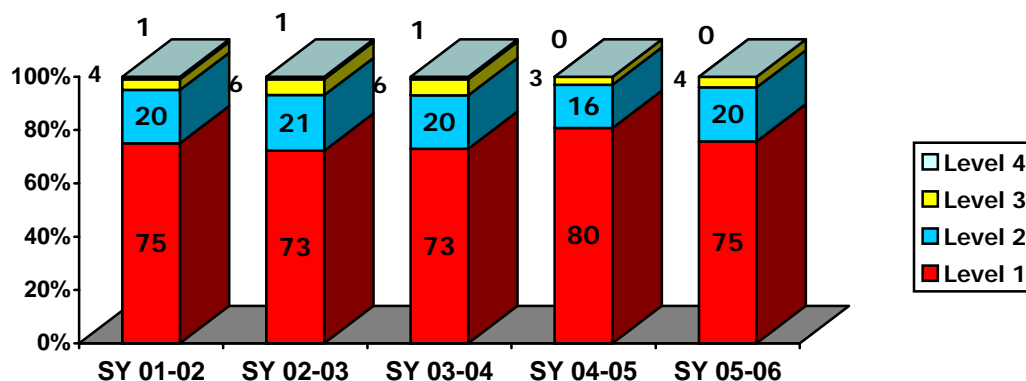


Figure 28 depicts the Grade 7 Math Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 28 reveals that the total percentage of grade 7 students achieving at the proficient and advanced levels for SY 05-06 was 4, which is 1 percentage point higher than the total percentage for the previous school year. The combined proportions of students at the basic and below basic levels shows that the total percentage (95%) for SY 05-06 is 1 percentage point lower compared to the proportion for the previous school year.



**Figure 29 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 7 Language: SY 01-02 to SY 05-06**

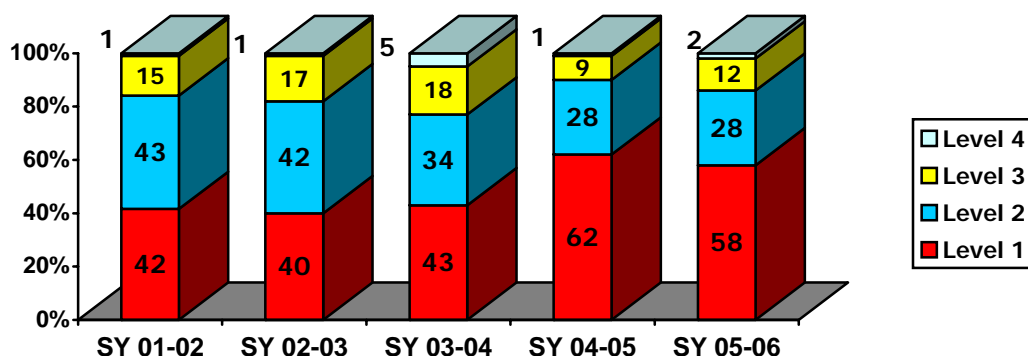


Figure 29 depicts the Grade 7 Language Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 29 reveals that the total percentage of grade 7 students achieving at the proficient and advanced levels for SY 05-06 was 14, which is 4 percentage points higher than the total percentage for the previous school year. The combined proportions of students at the basic and below basic levels shows that the total percentage (86%) for SY 05-06 is 4 percentage points lower compared to the proportion (90%) for the previous school year.

**Figure 30 GPSS SAT10 PERFORMANCE LEVELS**  
**GRADE 8 Reading SY 04-05 & SY 05-06**

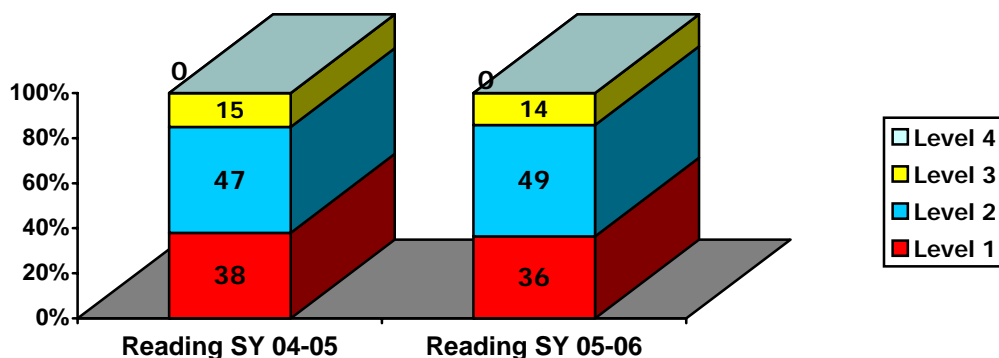


Figure 30 shows the SAT10 Grade 8 Performance Levels in Reading for SY 04-05 and SY 05-06. Figure 30 shows that percentage of grade 8 students performing at the proficient and advanced levels in language was 1 percentage point lower SY 05-06. The figure also shows that the proportion of students performing below the proficiency level was 85% for both years. It should be noted however that the proportion of students at the basic level (49%) was higher compared to the proportion (47%) for SY 04-05.

**Figure 31 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 8 Math SY 04-05 & SY 05-06**

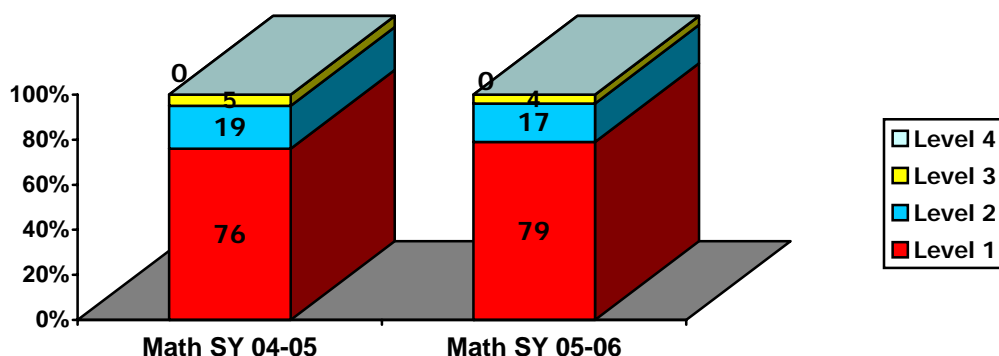


Figure 31 shows the SAT10 Grade 8 Performance Levels in Math for SY 04-05 and SY 05-06. Figure 31 shows that percentage of grade 8 students performing at the proficient and advanced levels in language was 1 percentage point lower in SY 05-06. The figure also shows that the proportion of students performing below the proficiency level was 96% for SY 05-06, which is 1 percentage point higher than the previous school year.

**Figure 32 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 8 Language SY 04-05 & SY 05-06**

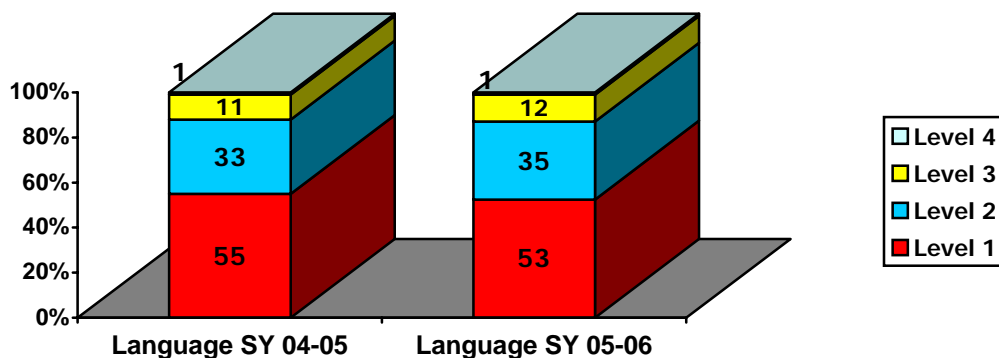


Figure 32 shows the SAT10 Grade 8 Performance Levels in Language for SY 04-05 and SY 05-06. Figure 32 shows that percentage (13%) of grade 8 students performing at the proficient and advanced levels in language was 1 percentage point higher SY 05-06. The figure also shows that the proportion of students performing below the proficiency level was 88% for both school years. However, the proportion of students at the basic level increased by 2 percentage points in SY 05-06.

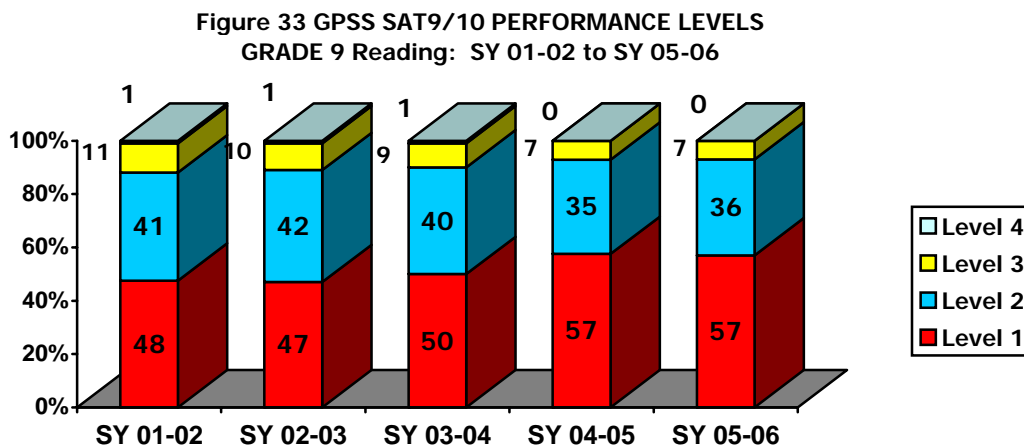


Figure 33 depicts the Grade 9 Reading Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 33 reveals that the total percentage of grade 9 students achieving at the proficient and advanced levels for SY 05-06 was 7, which is equal to the total percentage for the previous year. The combined proportion of students at the basic and below basic levels shows that the total percentage (93%) for SY 05-06 is 1 percentage point lower than the proportions for the previous school year.

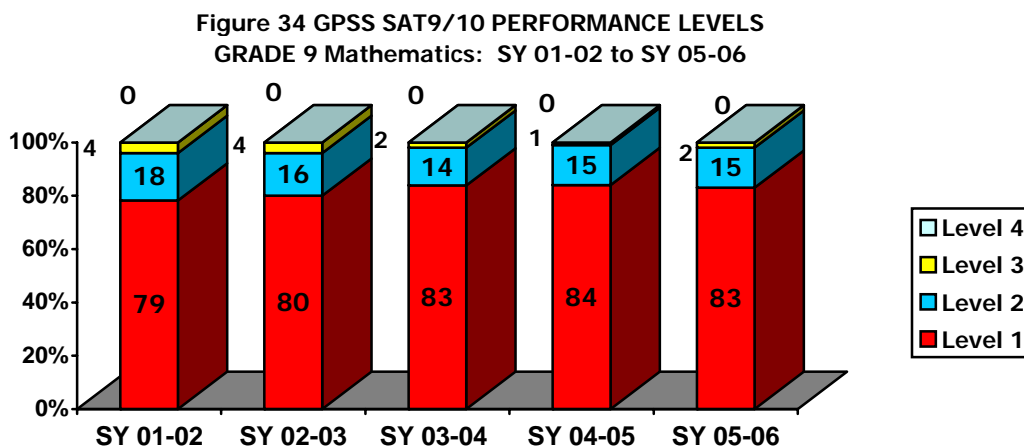


Figure 34 depicts the Grade 9 Mathematics Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 34 reveals that the total percentage of grade 9 students achieving at the proficient and advanced levels for SY 05-06 was 2, which is 1 percentage point higher than the total percentage for the previous school year. The combined proportion of students at the basic and below basic levels shows that the total percentage (98%) for SY 05-06 is 1 percentage point lower than the proportion (99%) for the previous school year.

**Figure 35 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 9 Language: SY 01-02 to SY 05-06**

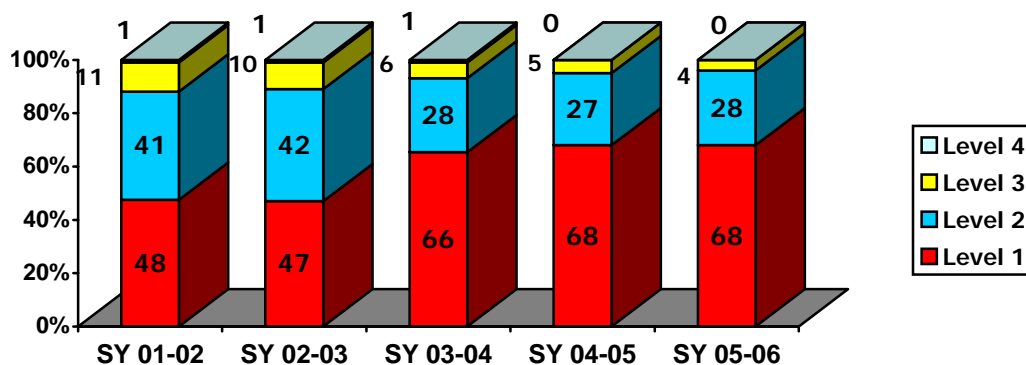


Figure 35 depicts the Grade 9 Language Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 35 reveals that the total percentage of grade 9 students achieving at the proficient and advanced levels for SY 05-06 was 4, which is 1 percentage points lower than the total percentage for the previous school year. The combined proportions of students at the basic and below basic levels shows that the total percentage (96%) for SY 05-06 is at least 1 percentage point higher compared to the proportions for the previous school years.

**Figure 36 GPSS SAT9/10 PERFORMANCE LEVELS**  
**GRADE 10 Reading: SY 01-02 to SY 05-06**

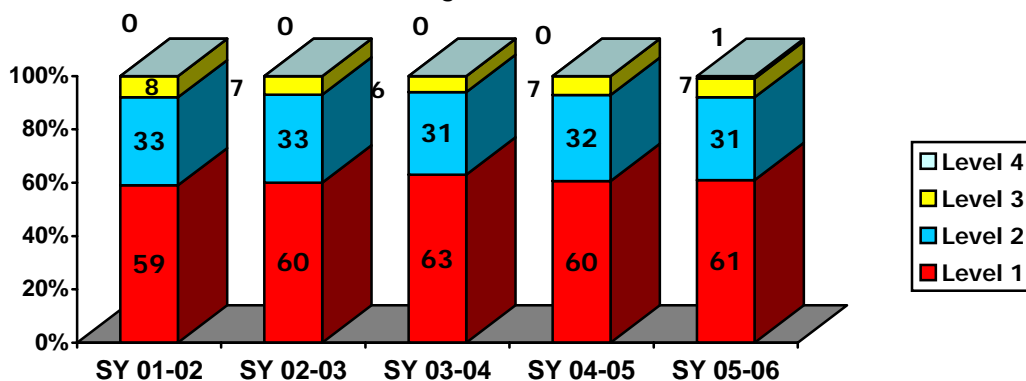


Figure 36 depicts the Grade 10 Reading Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 36 reveals that the total percentage of grade 10 students achieving at the proficient and advanced levels for SY 05-06 was 8, which is 1 percentage point higher than the total percentage for the previous school year. The combined proportion of students at the basic and below basic levels shows that the total percentage (92%) for SY 05-06 is equal to the total percentage for the previous year.

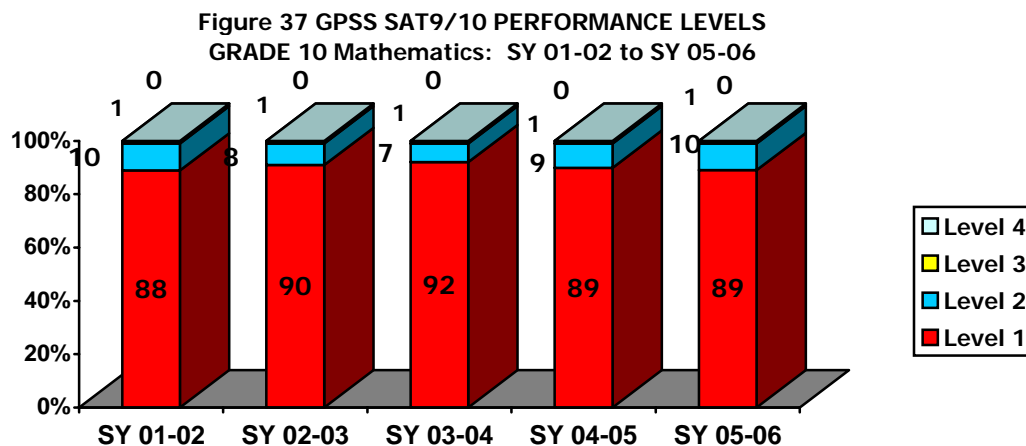


Figure 37 depicts the Grade 10 Mathematics Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 37 reveals that the total percentage of grade 10 students achieving at the proficient and advanced levels for SY 05-06 was 1, which is equal to the total percentage for previous school years. The combined proportion of students at the basic and below basic levels shows that the total percentage (99%) for SY 05-06 is 1 percentage point higher compared to the proportion for the previous school year.

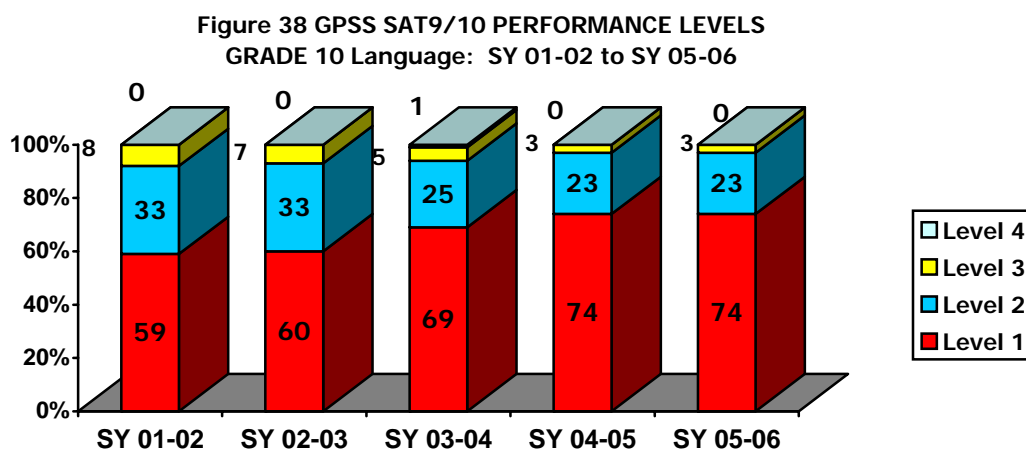


Figure 38 depicts the Grade 10 Language Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 38 reveals that the total percentage of grade 10 students achieving at the proficient and advanced levels for SY 05-06 was 3, which is equal to the total percentage for SY 04-05. Likewise, the combined proportion of students at the basic and below basic levels shows that the total percentage (97%) for SY 05-06 is equal to the total percentage for the previous year.

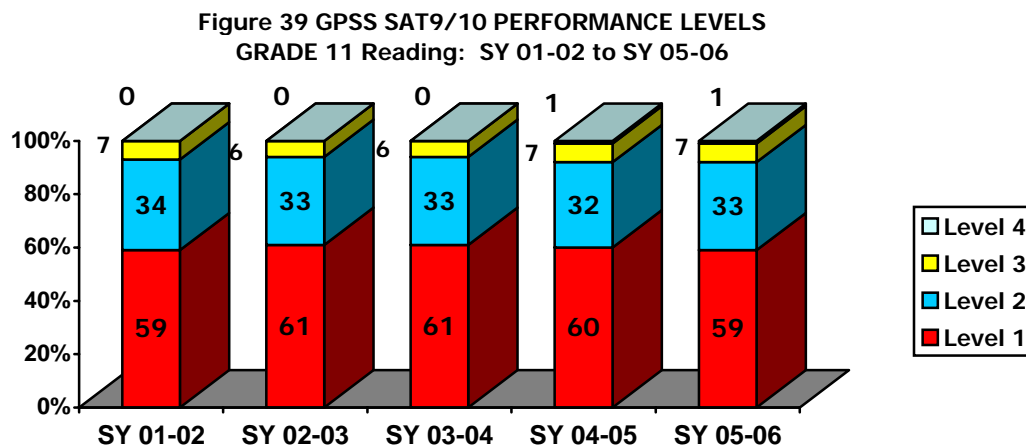


Figure 39 depicts the Grade 11 Reading Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 39 reveals that the total percentage of grade 11 students achieving at the proficient and advanced levels for SY 05-06 was 8, which is equal to the total percentage for the previous year. The combined proportions of students at the basic and below basic levels shows that the total percentage (92%) for SY 05-06 is also equal to the total proportion for the previous school year.

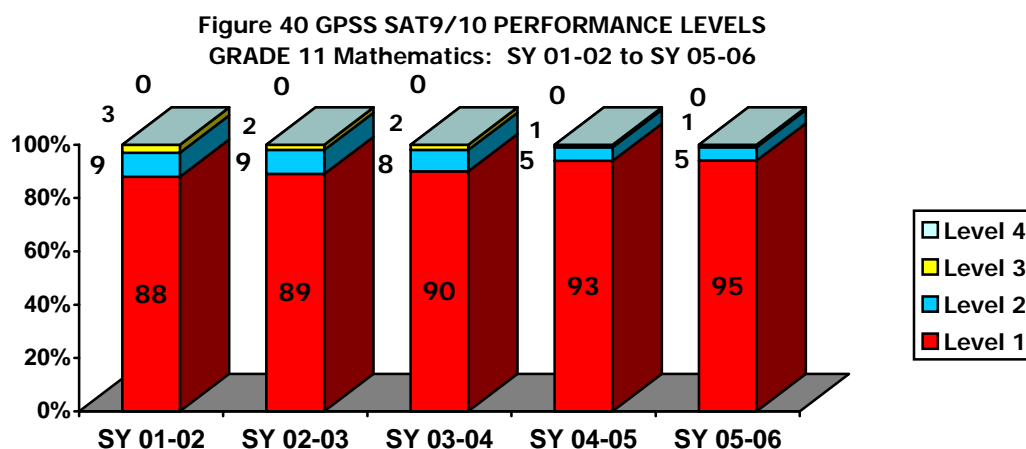


Figure 40 depicts the Grade 11 Mathematics Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 40 reveals that the total percentage of grade 11 students achieving at the proficient and advanced levels for SY 05-06 was 1, which is equal to the total percentage for the previous year. The combined proportions of students at the basic and below basic levels show that the total percentage (99%) for SY 05-06 is slightly higher compared to the previous year.

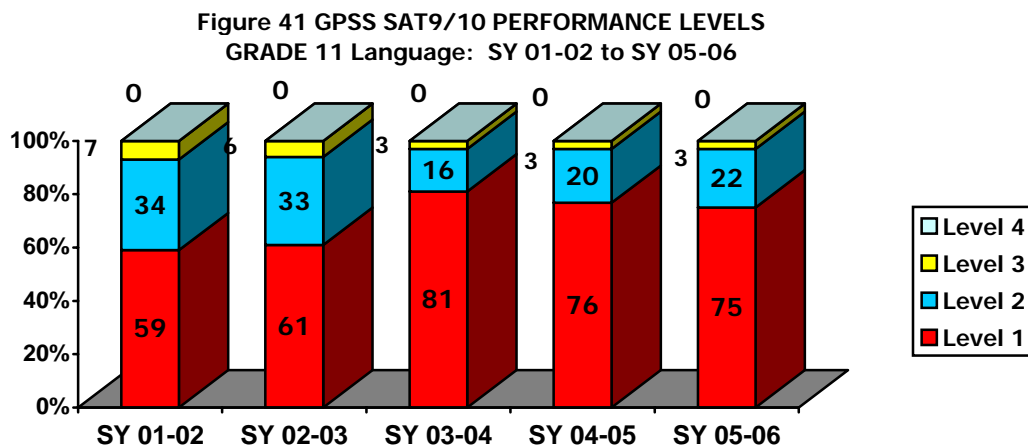


Figure 41 depicts the Grade 11 Language Performance Levels for SY 01-02 to SY 05-06. Analysis of Figure 41 reveals that the total percentage of grade 11 students achieving at the proficient and advanced levels for SY 05-06 was 3, which is equal to the total percentage for the previous year. The combined proportions of students at the basic and below basic levels shows that the total percentage (97%) for SY 05-06 is 1 percentage point higher compared to the proportion (96%) for the previous school year.

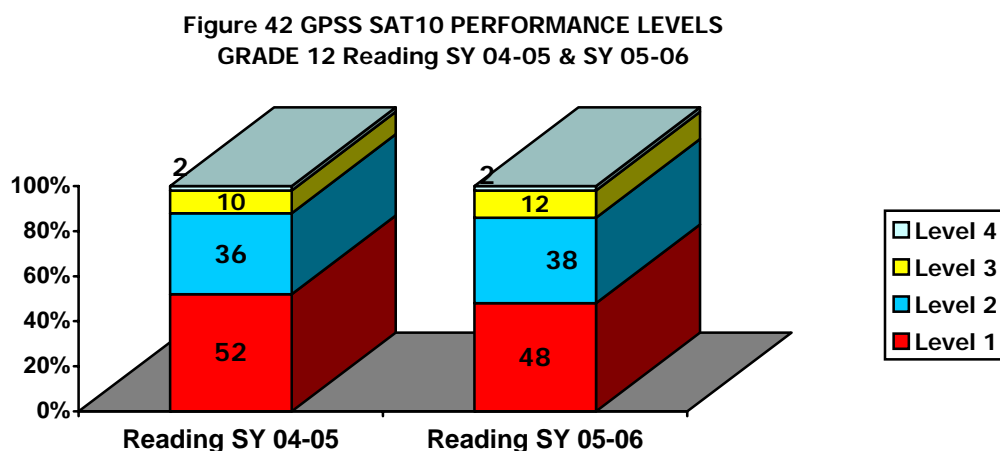


Figure 42 shows the SAT10 Grade 12 Performance Levels in Reading for SY 04-05 and SY 05-06. Figure 42 shows that the percentage of grade 12 students performing at the proficient and advanced is in reading (14%) for SY 05-06 is 2 percentage points higher compared to the previous school year. The figure also shows that the proportion of students performing below the proficient level (86%) was 2 percentage points lower in SY 05-06 compared to the proportion (88%) for the previous school year.



**Figure 43 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 12 Math SY 04-05 & SY 05-06**

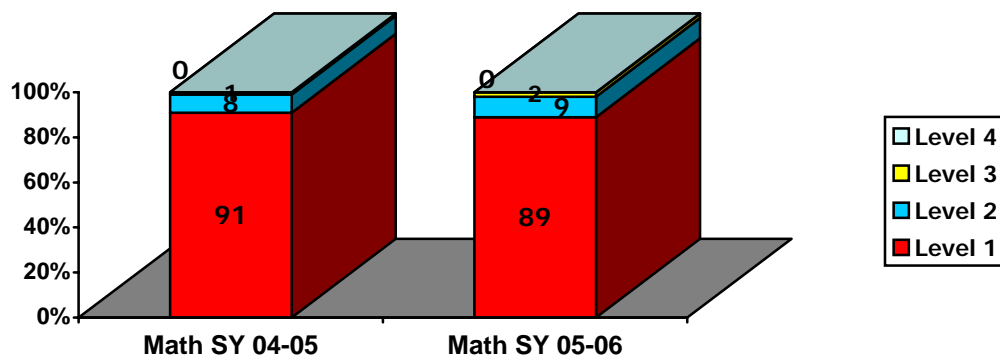


Figure 43 shows the SAT10 Grade 12 Performance Levels in Math for SY 04-05 and SY 05-06. Figure 43 shows that the percentage of grade 12 students performing at the proficient and advanced levels in math (2%) for SY 05-06 is 1 percentage point higher compared to the proportion for the previous school year. The figure also shows that the proportion of students performing below the proficient level (98%) was 1 percentage point lower in SY 05-06 compared to the percentage (99%) for the previous school year.

**Figure 44 GPSS SAT10 PERFORMANCE LEVELS  
GRADE 12 Language SY 04-05 & SY 05-06**

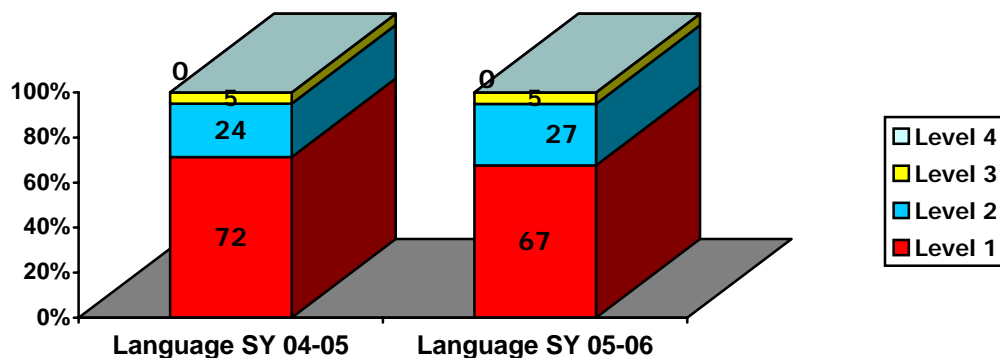


Figure 44 shows the SAT10 Grade 12 Performance Levels in language for SY 04-05 and SY 05-06. Figure 44 shows that the percentage of grade 12 students performing at the proficient and advanced levels in language (5%) was the same for both school years. The figure also shows that the proportion of students performing below the proficient level in SY 05-06 (94%) was 2 percentage points lower in SY 05-06 compared to the percentage (96%) for the previous school year.

## COHORT GROUPS

Another way to monitor the progress of students is to conduct a cohort analysis of the performance levels over a period of years. The cohort analysis answers the following question: Is there a difference in the performance levels of a group of students as they progress from one grade to another? The cohort analysis assumes that performance levels are reflective of most students who maintain enrollment within the Guam Public Schools System given the student withdrawals and entries that typically occurs within and between school years.

Table 10 presents the SAT10 **Reading** performance of cohort groups: Grade 1 to Grade 2.

<b>Table 10</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 1 (2005) to Grade 2 (2006)</b>			
	<b>Grade 1 SY 2005</b>	<b>Grade 2 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	17	1	<b>-16</b>
<b>Level 3</b> proficient	44	19	<b>-25</b>
<b>Level 2</b> basic	29	46	<b>+17</b>
<b>Level 1</b> below basic	11	34	<b>+23</b>

Table 10 shows that in 2005 there were only 11% of students in Grade 1 who were at below basic in reading. Assuming that the same group of students were tested in reading as 2nd graders in 2006, their proportion performing at that lowest performance level increased by 23 percentage points. Conversely, the percentage of those students performing at the proficient and advanced levels decreased by 41 percentage points in 2006 as second graders, compared to their proportion in those higher performance levels as first graders in 2005.

Table 11 presents the SAT10 **Math** performance levels of cohort groups: Grade 1 to Grade 2.

<b>Table 11</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 1 (2005) to Grade 2 (2006)</b>			
	<b>Grade 1 SY 2005</b>	<b>Grade 2 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	3	1	<b>-2</b>
<b>Level 3</b> proficient	22	12	<b>-10</b>
<b>Level 2</b> basic	59	45	<b>-14</b>
<b>Level 1</b> below basic	16	42	<b>+26</b>

Table 11 shows that in 2005 there were only 16% of students in Grade 1 whose performance reflected little or no mastery (level 1) in math. Assuming that the same group first graders were tested in math as 2nd graders in 2006, their proportion performing at the below basic level, which is the lowest performance level, increased by 26 percentage points. Moreover, the proportion of students performing at the proficient and advanced levels decreased by 12 percentage points in 2006 as 2nd graders.

Table 12 presents the SAT10 **Language** performance levels of cohort groups: Grade 1 to Grade 5.

<b>Table 12</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 1 (2005) to Grade 2 (2006)</b>			
	<b>Grade 1 SY 2005</b>	<b>Grade 2 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>
<b>Level 3</b> proficient	8	4	<b>-4</b>
<b>Level 2</b> basic	63	38	<b>-25</b>
<b>Level 1</b> below basic	29	57	<b>+28</b>

Table 12 shows that in 2005 there were 29% of students in Grade 1 whose performance reflected little or no mastery (level 1) in language. Assuming that the same group first graders were tested in language as 2nd graders in 2006, their proportion performing at the below basic level, which is the lowest performance level, increased by 28 percentage points. Moreover, the proportion of students performing at the proficient and advanced levels decreased by 5 percentage points in 2006 as 2nd graders.

Table 13 presents the SAT10 **Reading** performance levels of cohort groups: Grade 2 to Grade 3.

<b>Table 13</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 2 (2005) to Grade 3 (2006)</b>			
	<b>Grade 2 SY 2005</b>	<b>Grade 3 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	2	<b>+1</b>
<b>Level 3</b> proficient	22	16	<b>-6</b>
<b>Level 2</b> basic	46	37	<b>-9</b>
<b>Level 1</b> below basic	31	45	<b>+14</b>

Table 13 shows that in 2005 there were 31% of students in Grade 2 whose performance reflected little or no mastery (level 1) in reading. Assuming that the same group of students were tested in reading as 3rd graders in 2006, their proportion performing at the below basic level, which is the lowest performance level, increased by 14 percentage points. Moreover, the proportion of students performing at the proficient and advanced levels decreased by 5 percentage points in 2006 as 3rd graders.

Table 14 presents the SAT10 **Math** performance levels of cohort groups: Grade 2 to Grade 3.

<b>Table 14</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 2 (2005) to Grade 3 (2006)</b>			
	<b>Grade 2 SY 2005</b>	<b>Grade 3 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	1	<b>0</b>
<b>Level 3</b> proficient	14	10	<b>-4</b>
<b>Level 2</b> basic	49	40	<b>-9</b>
<b>Level 1</b> below basic	37	48	<b>+11</b>

Table 14 shows that in 2005 there were 37% of students in Grade 2 whose performance reflected little or no mastery (level 1) in math. Assuming that the same group of students were tested in math as 3rd graders in 2006, their proportion performing at the below basic level, which is the lowest performance level, increased by 11 percentage points. Moreover, the proportion of students performing at the proficient and advanced levels decreased by 4 percentage points in 2006 as 3rd graders.

Table 15 presents the SAT10 **Language** performance levels of cohort groups: Grade 2 to Grade 3.

<b>Table 15</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 2 (2005) to Grade 3 (2006)</b>			
	<b>Grade 2 SY 2005</b>	<b>Grade 3 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	1	<b>+1</b>
<b>Level 3</b> proficient	4	9	<b>+5</b>
<b>Level 2</b> basic	40	27	<b>-13</b>
<b>Level 1</b> below basic	56	63	<b>+7</b>

Table 15 shows that in 2005 there were 56% of students in Grade 2 whose performance reflected little or no mastery (level 1) in language. Assuming that most of those students tested in language as 3rd graders in 2006, the results reveal that 63% performed at level 1, which is an increase of 7 percentage points. However, the proportion of students performing at higher levels proficient and advanced, increased by 6 percentage points in 2006 as third graders (10%) compared to their proportion performing at those higher levels as second graders in 2005 (4%).

Table 16 presents the SAT10 **Reading** performance levels of cohort groups: Grade 3 to Grade 4.

<b>Table 16</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 3 (2005) to Grade 4 (2006)</b>			
	<b>Grade 3 SY 2005</b>	<b>Grade 4 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	2	2	<b>0</b>
<b>Level 3</b> proficient	16	17	<b>+1</b>
<b>Level 2</b> basic	37	36	<b>-1</b>
<b>Level 1</b> below basic	45	45	<b>0</b>

Table 16 shows that in 2005 there were 45% of students in Grade 3 whose performance reflected little or no mastery (level 1) in reading. Assuming that the same group was tested in reading as 4th graders in 2006, the results reveal that there were also 45% that performed at level 1. However, the proportion of students performing at higher levels proficient and advanced, increased by 1 percentage point in 2006 as 4th graders (19%) compared to their proportion performing at those higher levels as third graders in 2005 (18%).

Table 17 presents the SAT10 **Math** performance levels of cohort groups: Grade 3 to Grade 4.

<b>Table 17</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 3 (2005) to Grade 4 (2006)</b>			
	<b>Grade 3 SY 2005</b>	<b>Grade 4 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	1	<b>0</b>
<b>Level 3</b> proficient	11	11	<b>0</b>
<b>Level 2</b> basic	37	37	<b>0</b>
<b>Level 1</b> below basic	52	51	<b>-1</b>

Table 17 shows that in 2005 there were 52% of students in Grade 3 whose performance reflected little or no mastery (level 1) in math. Assuming that the same group was tested in reading as 4th graders in 2006, the results reveal that 51% performed at level 1, which is a decrease of 1 percentage point. However, the proportion of students performing at higher levels proficient and advanced were the same for both school years.

Table 18 presents the SAT10 **Language** performance levels of cohort groups: Grade 3 to Grade 4.

<b>Table 18</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 3 (2005) to Grade 4 (2006)</b>			
	<b>Grade 3 SY 2005</b>	<b>Grade 4 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	2	<b>+1</b>
<b>Level 3</b> proficient	9	12	<b>+3</b>
<b>Level 2</b> basic	26	30	<b>+4</b>
<b>Level 1</b> below basic	64	56	<b>-8</b>

Table 18 shows that in 2005 there were 64% of students in Grade 3 whose performance reflected little or no mastery (level 1) in language. Assuming that the same group was tested in language as 4th graders in 2006, the results reveal a decrease of 8% that performed at level 1. The proportion of students performing at higher levels proficient and advanced increased by 4 percentage points in 2006 as 4th graders.

Table 19 presents the SAT10 **Reading** performance levels of cohort groups: Grade 4 to Grade 5.

<b>Table 19</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 4 (2005) to Grade 5 (2006)</b>			
	<b>Grade 4 SY 2005</b>	<b>Grade 5 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	2	0	<b>-2</b>
<b>Level 3</b> proficient	16	8	<b>-8</b>
<b>Level 2</b> basic	37	47	<b>+10</b>
<b>Level 1</b> below basic	45	44	<b>-1</b>

Table 19 shows that in 2005 there were 45% of students in Grade 4 whose performance reflected little or no mastery (level 1) in language. Assuming that the same group was tested in reading as 5th graders in 2006, the results reveal a decrease of 1 percentage point that performed at level 1. The proportion of students performing at the higher levels proficient and advanced decreased by 10 percentage points in 2006 as 5th graders.

Table 20 presents the SAT10 **Math** performance levels of cohort groups: Grade 4 to Grade 5.

<b>Table 20</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 4 (2005) to Grade 5 (2006)</b>			
	<b>Grade 4 SY 2005</b>	<b>Grade 5 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>
<b>Level 3</b> proficient	14	7	<b>-7</b>
<b>Level 2</b> basic	34	24	<b>-10</b>
<b>Level 1</b> below basic	52	68	<b>+16</b>

Table 20 shows that 52% of students in Grade 4 in 2005 performed at below basic, which indicates little or no mastery (level 1) in math. Assuming that the same group of students were tested in math as 5th graders in 2006, their proportion performing at the below basic level, increased by 16 percentage points. Moreover, the proportion of students performing at the proficient and advanced levels decreased by 8 percentage points in 2006 as 5th graders.

Table 21 presents the SAT10 **Language** performance levels of cohort groups: Grade 4 to Grade 5.

<b>Table 21</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 4 (2005) to Grade 5 (2006)</b>			
	<b>Grade 4 SY 2005</b>	<b>Grade 5 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	1	<b>0</b>
<b>Level 3</b> proficient	10	10	<b>0</b>
<b>Level 2</b> basic	28	34	<b>+6</b>
<b>Level 1</b> below basic	61	56	<b>-5</b>

Table 21 shows that in 2005 61% of students in Grade 4 tested in language performed at level 1, which indicates little or no mastery of fundamental knowledge and skills. Assuming that most of those students were tested in language as 5th graders in 2006, the results reveal that 56 percent performed at level 1, thereby decreasing their proportion performing at that level by 5 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) remained the same for (11%) both school years.

Table 22 presents the SAT10 **Reading** performance levels of cohort groups: Grade 5 to Grade 6.

<b>Table 22</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 5 (2005) to Grade 6 (2006)</b>			
	<b>Grade 5 SY 2005</b>	<b>Grade 6 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	1	<b>+1</b>
<b>Level 3</b> proficient	10	12	<b>+2</b>
<b>Level 2</b> basic	49	42	<b>-7</b>
<b>Level 1</b> below basic	41	45	<b>+4</b>

Table 22 shows that in SY 2005 41% of grade 5 students performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that most of those students were tested in reading as 6th graders in 2006, the results reveal that 45 percent performed at level 1, thereby increasing their proportion performing at that level by 4 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 3 percentage points in SY 2006.

Table 23 presents the SAT10 **Math** performance levels of cohort groups: Grade 5 to Grade 6.

<b>Table 23</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 5 (2005) to Grade 6 (2006)</b>			
	<b>Grade 5 SY 2005</b>	<b>Grade 6 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	1	<b>0</b>
<b>Level 3</b> proficient	8	5	<b>-3</b>
<b>Level 2</b> basic	31	22	<b>-9</b>
<b>Level 1</b> below basic	60	72	<b>+12</b>

Table 23 shows that in 2005 60% of students in Grade 5 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in math as 6th graders in 2006, the results reveal that 72 percent performed at level 1, thereby increasing their proportion performing at that level by 12 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 3 percentage points in SY 2006.



Table 24 presents the SAT10 **Language** performance levels of cohort groups: Grade 5 to Grade 6.

<b>Table 24</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 5 (2005) to Grade 6 (2006)</b>			
	<b>Grade 5 SY 2005</b>	<b>Grade 6 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	2	1	<b>-1</b>
<b>Level 3</b> proficient	9	11	<b>+2</b>
<b>Level 2</b> basic	38	35	<b>-3</b>
<b>Level 1</b> below basic	51	52	<b>+1</b>

Table 24 shows that in 2005 51% of students in Grade 5 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 6th graders in 2006, the results reveal that 52 percent performed at level 1, thereby increasing their proportion performing at that level by 1 percentage point. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 1 percentage point in SY 2006.

Table 25 presents the SAT10 **Reading** performance levels of cohort groups: Grade 6 to Grade 7.

<b>Table 25</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 6 (2005) to Grade 7 (2006)</b>			
	<b>Grade 6 SY 2005</b>	<b>Grade 7 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	1	<b>0</b>
<b>Level 3</b> proficient	11	11	<b>0</b>
<b>Level 2</b> basic	40	46	<b>+6</b>
<b>Level 1</b> below basic	48	43	<b>-5</b>

Table 25 shows that in 2005 48% of students in Grade 6 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that the same group was tested in reading as 7th graders in 2006, the results reveal that 43 percent performed at level 1, thereby decreasing their proportion performing at that level by 5 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) remained at 12% for both school years.

Table 26 presents the SAT10 **Math** performance levels of cohort groups: Grade 6 to Grade 7.

<b>Table 26</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 6 (2005) to Grade 7 (2006)</b>			
	<b>Grade 6 SY 2005</b>	<b>Grade 7 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>
<b>Level 3</b> proficient	5	4	<b>-1</b>
<b>Level 2</b> basic	24	20	<b>-4</b>
<b>Level 1</b> below basic	70	75	<b>+5</b>

Table 26 shows that in 2005 70% of students in Grade 6 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in math as 7th graders in 2006, the results reveal that 75 percent performed at level 1, thereby increasing their proportion performing at that level by 5 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 2 percentage points in 2006.

Table 27 presents the SAT10 **Language** performance levels of cohort groups: Grade 6 to Grade 7.

<b>Table 27</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 6 (2005) to Grade 7 (2006)</b>			
	<b>Grade 6 SY 2005</b>	<b>Grade 7 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	2	<b>+1</b>
<b>Level 3</b> proficient	11	12	<b>+1</b>
<b>Level 2</b> basic	28	28	<b>0</b>
<b>Level 1</b> below basic	59	58	<b>-1</b>

Table 27 shows that in 2005 59% of students in Grade 6 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 7th graders in 2006, the results reveal that 58 percent performed at level 1, thereby decreasing their proportion performing at that level by 1 percentage point. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 2 percentage points in 2006.

Table 28 presents the SAT10 **Reading** performance levels of cohort groups: Grade 7 to Grade 8.

<b>Table 28</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 7 (2005) to Grade 8 (2006)</b>			
	<b>Grade 7 SY 2005</b>	<b>Grade 8 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	9	14	<b>+5</b>
<b>Level 2</b> basic	48	49	<b>+1</b>
<b>Level 1</b> below basic	43	36	<b>-7</b>

Table 28 shows that in 2005 43% of students in Grade 7 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that the same group was tested in reading as 8th graders in 2006, the results reveal that 36 percent performed at level 1, thereby decreasing their proportion performing at that level by 7 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 5 percentage points in 2006.

Table 29 presents the SAT10 **Math** performance levels of cohort groups: Grade 7 to Grade 8.

<b>Table 29</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 7 (2005) to Grade 8 (2006)</b>			
	<b>Grade 7 SY 2005</b>	<b>Grade 8 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	3	4	<b>+1</b>
<b>Level 2</b> basic	16	17	<b>+1</b>
<b>Level 1</b> below basic	80	79	<b>-1</b>

Table 29 shows that in 2005 80% of students in Grade 7 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in math as 8th graders in 2006, the results reveal that 79 percent performed at level 1, thereby decreasing their proportion performing at that level by 1 percentage point. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 1 percentage point in 2006.

Table 30 presents the SAT10 **Language** performance levels of cohort groups: Grade 7 to Grade 8.

<b>Table 30</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 7 (2005) to Grade 8 (2006)</b>			
	<b>Grade 7 SY 2005</b>	<b>Grade 8 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	1	<b>0</b>
<b>Level 3</b> proficient	9	12	<b>+3</b>
<b>Level 2</b> basic	28	35	<b>+7</b>
<b>Level 1</b> below basic	62	53	<b>-9</b>

Table 30 shows that in 2005 62% of students in Grade 7 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 8th graders in 2006, the results reveal that 53 percent performed at level 1, thereby decreasing their proportion performing at that level by 9 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 3 percentage points in 2006.

Table 31 presents the SAT10 **Reading** performance levels of cohort groups: Grade 8 to Grade 9.

<b>Table 31</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 8 (2005) to Grade 9 (2006)</b>			
	<b>Grade 8 SY 2005</b>	<b>Grade 9 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	15	7	<b>-8</b>
<b>Level 2</b> basic	47	36	<b>-11</b>
<b>Level 1</b> below basic	38	57	<b>+19</b>

Table 31 shows that in 2005 38% of students in Grade 8 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that the same group was tested in reading as 9th graders in 2006, the results reveal that 57 percent performed at level 1, thereby increasing their proportion performing at that level by 19 percentage points. Moreover, the proportion of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 8 percentage points in 2006.

Table 32 presents the SAT10 **Math** performance levels of cohort groups: Grade 8 to Grade 9.

<b>Table 32</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 8 (2005) to Grade 9 (2006)</b>			
	<b>Grade 8 SY 2005</b>	<b>Grade 9 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	5	2	<b>-3</b>
<b>Level 2</b> basic	19	15	<b>-4</b>
<b>Level 1</b> below basic	76	83	<b>+7</b>

Table 32 shows that in 2005 76% of students in Grade 8 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in math as 9th graders in 2006, the results reveal that 83 percent performed at level 1, thereby increasing the proportion performing at that level by 7 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 3 percentage points in 2006.

Table 33 presents the SAT10 **Language** performance levels of cohort groups: Grade 8 to Grade 9.

<b>Table 33</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 8 (2005) to Grade 9 (2006)</b>			
	<b>Grade 8 SY 2005</b>	<b>Grade 9 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>
<b>Level 3</b> proficient	11	4	<b>-7</b>
<b>Level 2</b> basic	33	28	<b>-5</b>
<b>Level 1</b> below basic	55	68	<b>+13</b>

Table 33 shows that in 2005 55% of students in Grade 8 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 9th graders in 2006, the results reveal that 68 percent performed at level 1, thereby increasing the proportion performing at that level by 13 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 8 percentage points in 2006.

Table 34 presents the SAT10 **Reading** performance levels of cohort groups: Grade 9 to Grade 10.

<b>Table 34</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 9 (2005) to Grade 10 (2006)</b>			
	<b>Grade 9 SY 2005</b>	<b>Grade 10 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	1	<b>+1</b>
<b>Level 3</b> proficient	7	7	<b>0</b>
<b>Level 2</b> basic	35	31	<b>-4</b>
<b>Level 1</b> below basic	57	61	<b>+4</b>

Table 34 shows that in 2005 57% of students in Grade 9 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that the same group was tested in reading as 10th graders in 2006, the results reveal that 61 percent performed at level 1, thereby increasing the proportion performing at that level by 4 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 1 percentage point in 2006.

Table 35 presents the SAT10 **Math** performance levels of cohort groups: Grade 9 to Grade 10.

<b>Table 35</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 9 (2005) to Grade 10 (2006)</b>			
	<b>Grade 9 SY 2005</b>	<b>Grade 10 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	1	1	<b>0</b>
<b>Level 2</b> basic	15	10	<b>-5</b>
<b>Level 1</b> below basic	84	89	<b>+5</b>

Table 35 shows that in 2005 84% of students in Grade 9 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in reading as 10th graders in 2006, the results reveal that 89 percent performed at level 1, thereby increasing the proportion performing at that level by 5 percentage points. The percentage (1%) of students performing at the higher levels 3 (proficient) and 4 (advanced) was the same for both school years.

Table 36 presents the SAT10 **Language** performance levels of cohort groups: Grade 9 to Grade 10.

<b>Table 36</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 9 (2005) to Grade 10 (2006)</b>			
	<b>Grade 9 SY 2005</b>	<b>Grade 10 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	5	3	<b>-2</b>
<b>Level 2</b> basic	27	23	<b>-4</b>
<b>Level 1</b> below basic	68	74	<b>+6</b>

Table 36 shows that in 2005 68% of students in Grade 9 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 10th graders in 2006, the results reveal that 74 percent performed at level 1, thereby increasing the proportion performing at that level by 6 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) decreased by 2 percentage points in 2006.

Table 37 presents the SAT10 **Reading** performance levels of cohort groups: Grade 10 to Grade 11.

<b>Table 37</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 10 (2005) to Grade 11 (2006)</b>			
	<b>Grade 10 SY 2005</b>	<b>Grade 11 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	1	<b>+1</b>
<b>Level 3</b> proficient	7	7	<b>0</b>
<b>Level 2</b> basic	32	33	<b>+1</b>
<b>Level 1</b> below basic	60	59	<b>-1</b>

Table 37 shows that in 2005 60% of students in Grade 10 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that the same group was tested in reading as 11th graders in 2006, the results reveal that 59 percent performed at level 1, thereby decreasing the proportion performing at that level by 1 percentage point<sup>1</sup>. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 1 percentage point in 2006.

Table 38 presents the SAT10 **Math** performance levels of cohort groups: Grade 10 to Grade 11.

<b>Table 38</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 10 (2005) to Grade 11 (2006)</b>			
	<b>Grade 10 SY 2005</b>	<b>Grade 11 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	1	1	<b>0</b>
<b>Level 2</b> basic	9	5	<b>-4</b>
<b>Level 1</b> below basic	89	95	<b>+6</b>

Table 38 shows that in 2005 89% of students in Grade 10 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in math as 11th graders in 2006, the results reveal that 95 percent performed at level 1, thereby increasing the proportion performing at that level by 6 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) was the same for both school years.

Table 39 presents the SAT10 **Language** performance levels of cohort groups: Grade 10 to Grade 11.

<b>Table 39</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 10 (2005) to Grade 11 (2006)</b>			
	<b>Grade 10 SY 2005</b>	<b>Grade 11 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	3	3	<b>0</b>
<b>Level 2</b> basic	23	22	<b>-1</b>
<b>Level 1</b> below basic	74	75	<b>+1</b>

Table 39 shows that in 2005 74% of students in Grade 10 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 11th graders in 2006, the results reveal that 75 percent performed at level 1, thereby increasing the proportion performing at that level by 1 percentage point. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) was the same for both school years.



Table 40 presents the SAT10 **Reading** performance levels of cohort groups: Grade 11 to Grade 12.

<b>Table 40</b> <b>GPSS SAT10 READING PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 11 (2005) to Grade 12 (2006)</b>			
	<b>Grade 11 SY 2005</b>	<b>Grade 12 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	1	2	<b>+1</b>
<b>Level 3</b> proficient	7	12	<b>+5</b>
<b>Level 2</b> basic	32	38	<b>+6</b>
<b>Level 1</b> below basic	60	48	<b>-12</b>

Table 40 shows that in 2005 60% of students in Grade 11 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. Assuming that the same group was tested in reading as 12th graders in 2006, the results reveal that 48 percent performed at level 1, thereby decreasing the proportion performing at that level by 12 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 6 percentage points in 2006.

Table 41 presents the SAT10 **Math** performance levels of cohort groups: Grade 11 to Grade 12.

<b>Table 41</b> <b>GPSS SAT10 MATH PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 11 (2005) to Grade 12 (2006)</b>			
	<b>Grade 11 SY 2005</b>	<b>Grade 12 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	1	2	<b>+1</b>
<b>Level 2</b> basic	5	9	<b>+4</b>
<b>Level 1</b> below basic	93	89	<b>-4</b>

Table 41 shows that in 2005 93% of students in Grade 11 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. Assuming that the same group was tested in math as 12th graders in 2006, the results reveal that 89 percent performed at level 1, thereby decreasing the proportion performing at that level by 4 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 1 percentage point in 2006.

Table 42 presents the SAT10 **Language** performance levels of cohort groups: Grade 11 to Grade 12.

<b>Table 42</b> <b>GPSS SAT10 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 11 (2005) to Grade 12 (2006)</b>			
	<b>Grade 11 SY 2005</b>	<b>Grade 12 SY 2006</b>	<b>DIFFERENCE</b>
<b>Level 4</b> advanced	0	0	<b>0</b>
<b>Level 3</b> proficient	3	5	<b>+2</b>
<b>Level 2</b> basic	20	27	<b>+7</b>
<b>Level 1</b> below basic	76	67	<b>-9</b>

Table 42 shows that in 2005 76% of students in Grade 11 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in language. Assuming that the same group was tested in language as 12th graders in 2006, the results reveal that 89 percent performed at level 1, thereby decreasing the proportion performing at that level by 9 percentage points. The percentage of students performing at the higher levels 3 (proficient) and 4 (advanced) increased by 2 percentage points in 2006.

## DISAGGREGATED PERFORMANCE LEVELS BY SUBGROUPS

The *No Child Left Behind Act* requires states to report student test results by total population and subgroups. The reports are intended to fulfill federal mandates, which require all students to have equal opportunity to learn, irrespective of ethnicity, special needs, socio-economic background and gender.

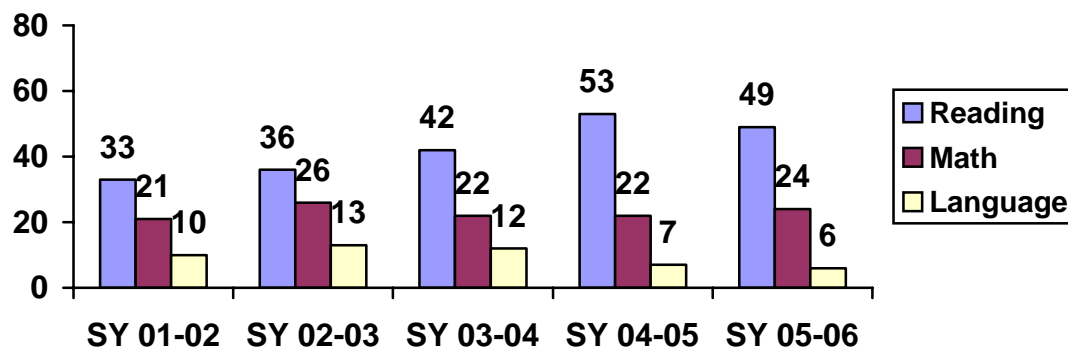
The analysis of disaggregated scores addresses two major questions:

1. What are the proportions of students with special conditions performing at proficient (level 3) and advanced (level 4) of the Stanford Achievement Test, tenth edition (SAT10)?
2. Is there a gap between the proportions of students with special conditions performing at the proficient and advanced levels and the proportions of students in the general education program?

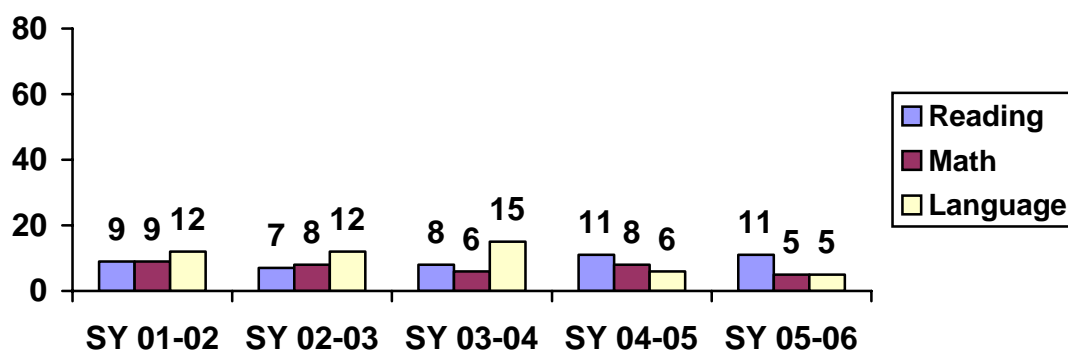
Figures 45 to 65 depict the percentage of students performing at Levels 3 & 4 (SAT9) and proficient and advanced levels (SAT10) by Grade and Content Areas (Reading, Math, and Language) for students in the LOTE Program, Special Education and Free And Reduced Lunch Program.

Examination of Figures 45 to 65 reveal that the largest proportions of LOTE, Special Education and Free/Reduced lunch program participants performing at levels 3 and 4 are enrolled in grade 1. As much as 49% of the grade 1 LOTE students are performing at levels 3 and 4. The proportions consistently decrease in higher grade levels in that there are as few as 5 to 0 percent performing at those levels.

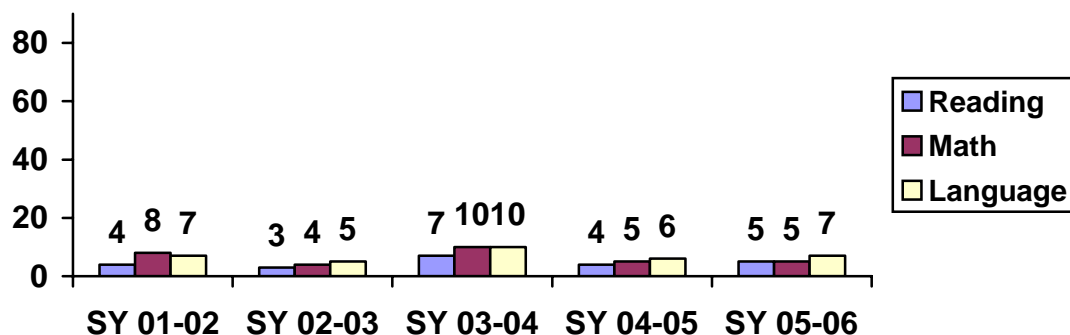
**Figure 45**  
**Percentage of Grade 1 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



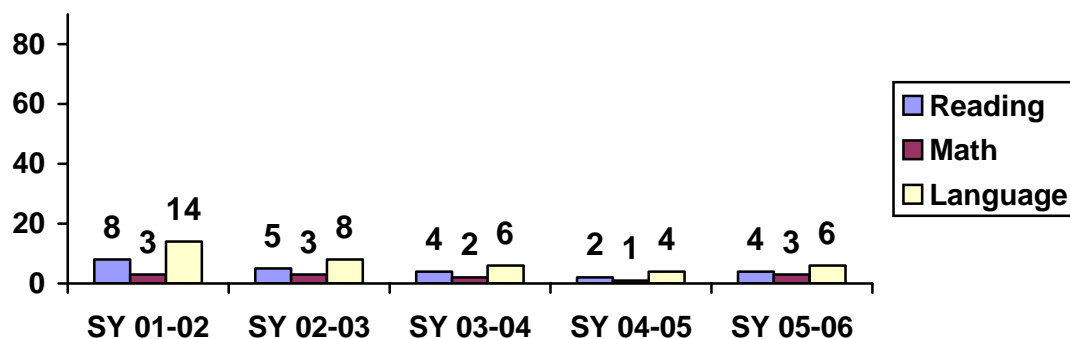
**Figure 46**  
**Percentage of Grade 3 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



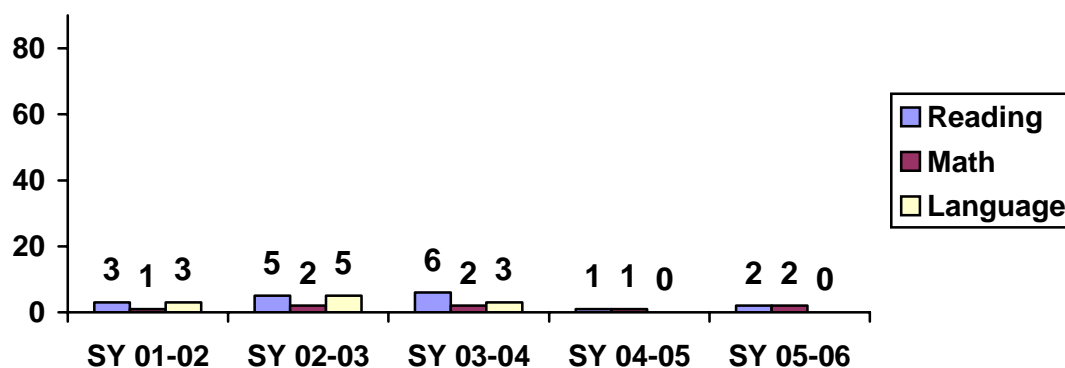
**Figure 47**  
**Percentage of Grade 5 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



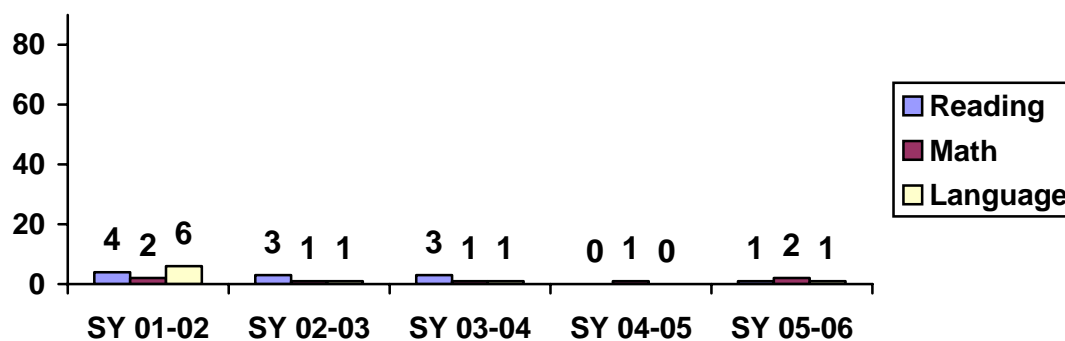
**Figure 48**  
**Percentage of Grade 7 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



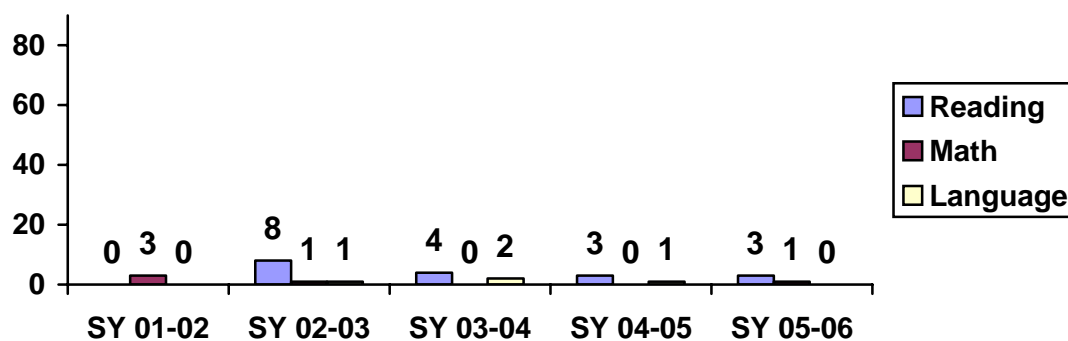
**Figure 49**  
**Percentage of Grade 9 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



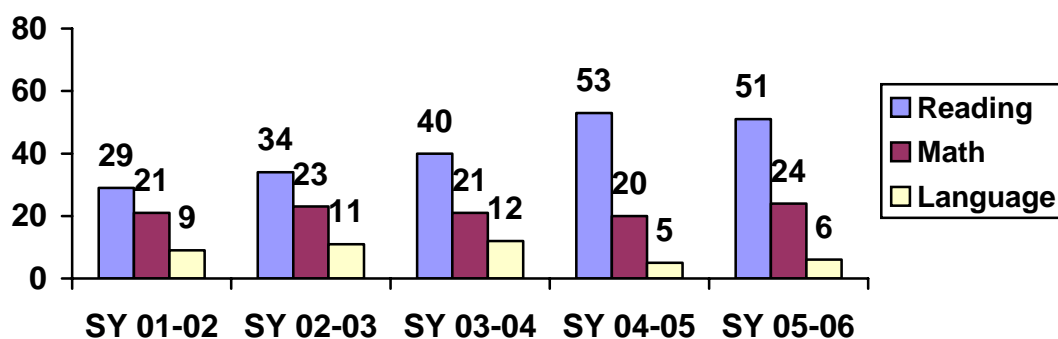
**Figure 50**  
**Percentage of Grade 10 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



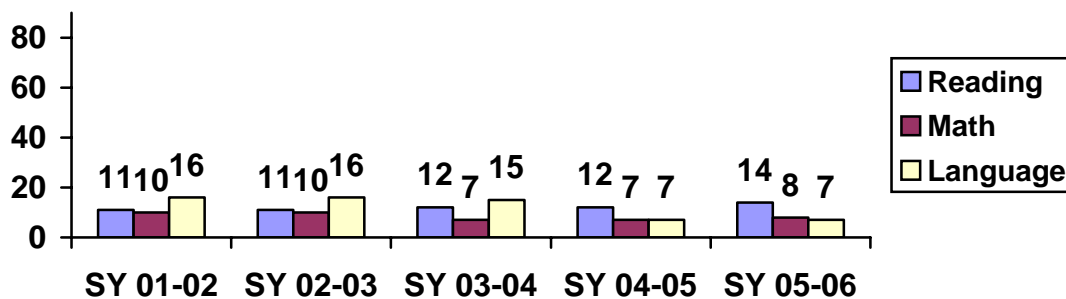
**Figure 51**  
**Percentage of Grade 11 LOTE Students Performing at SAT9/10**  
**Levels 3 & 4/Proficient & Advanced by Content: SY 01-02 to**  
**SY 05-06**



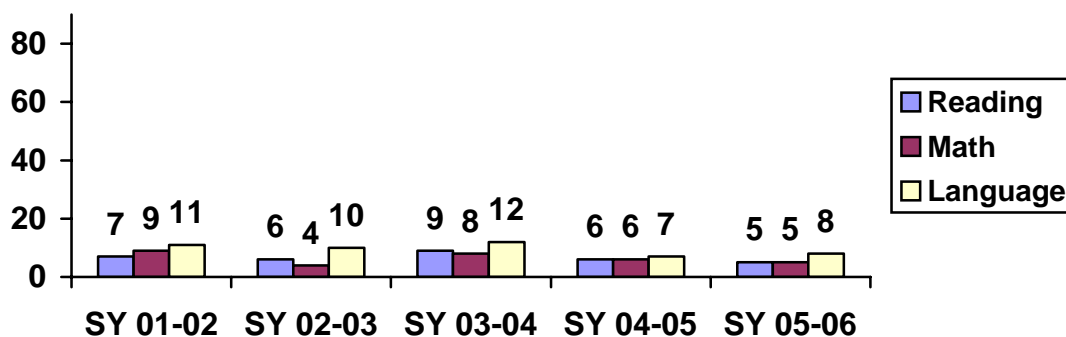
**Figure 52**  
**Percentage of Grade 1 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



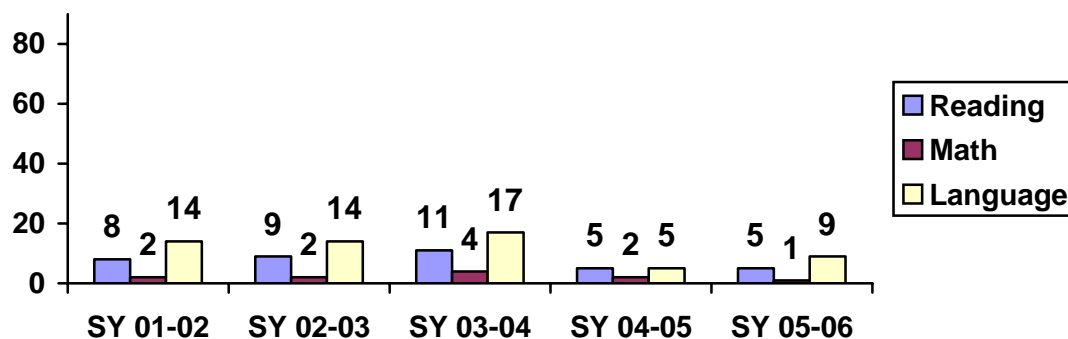
**Figure 53**  
**Percentage of Grade 3 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content:**  
**SY 01-02 to SY 05-06**



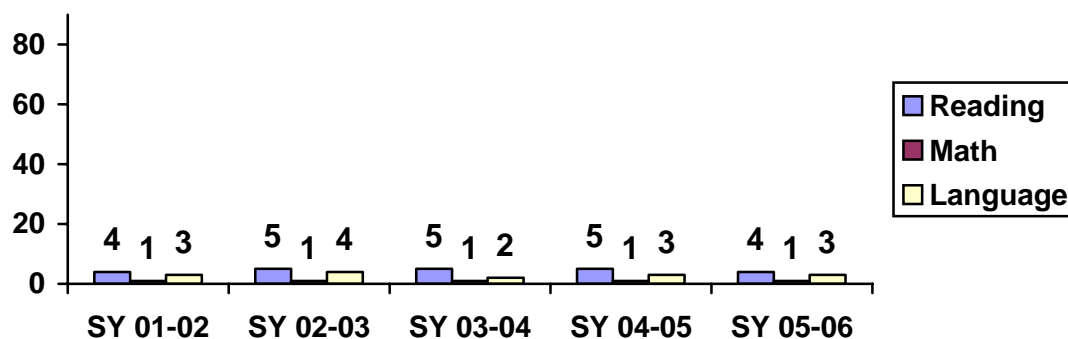
**Figure 54**  
**Percentage of Grade 5 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



**Figure 55**  
**Percentage of Grade 7 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**

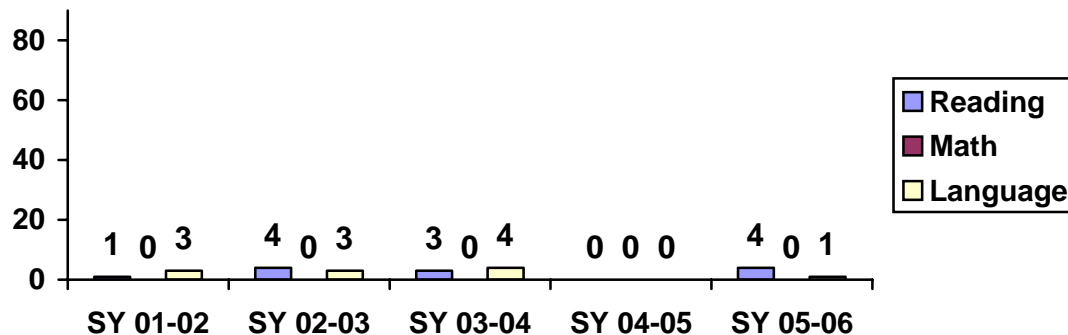


**Figure 56**  
**Percentage of Grade 9 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**

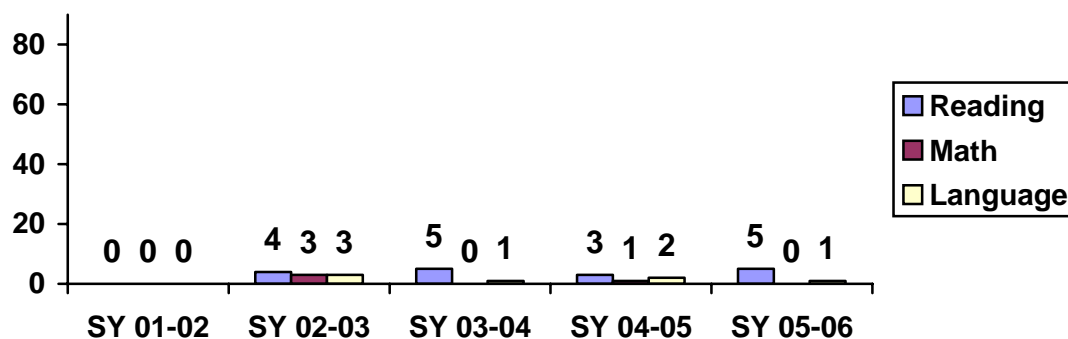




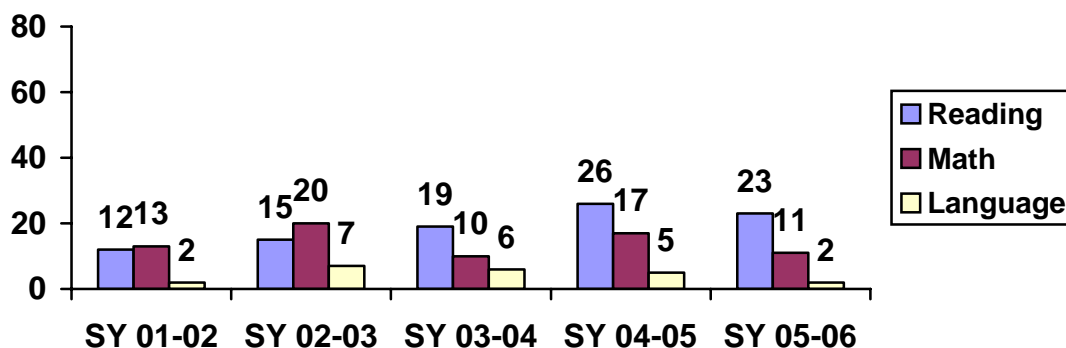
**Figure 57**  
**Percentage of Grade 10 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



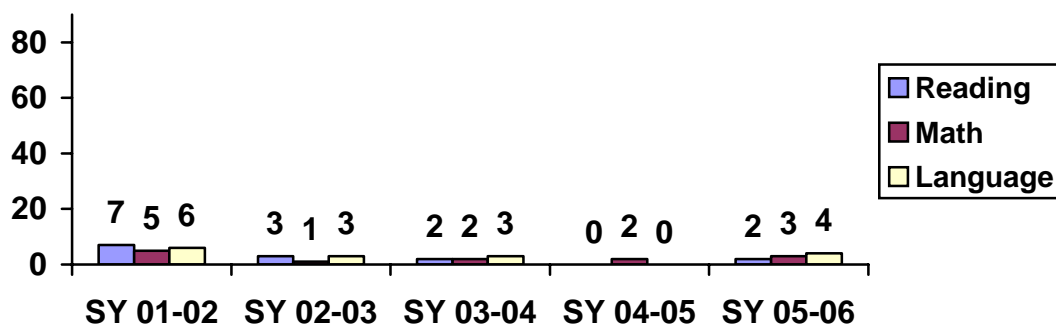
**Figure 58**  
**Percentage of Grade 11 Free/Reduced Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



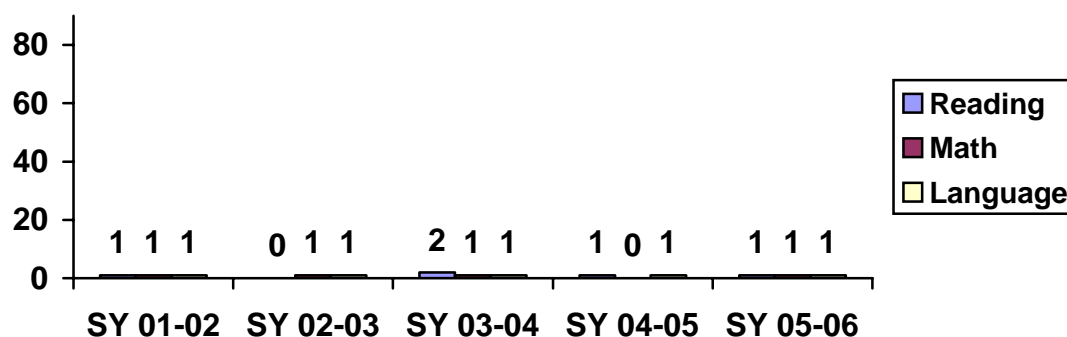
**Figure 59**  
**Percentage of Grade 1 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



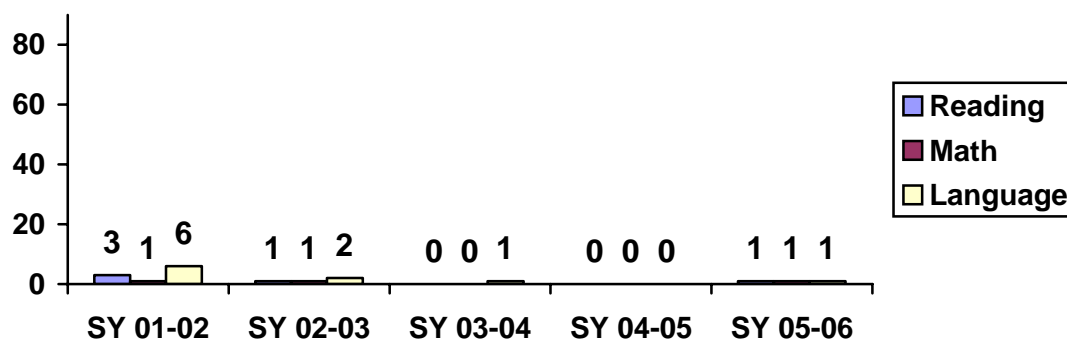
**Figure 60**  
**Percentage of Grade 3 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



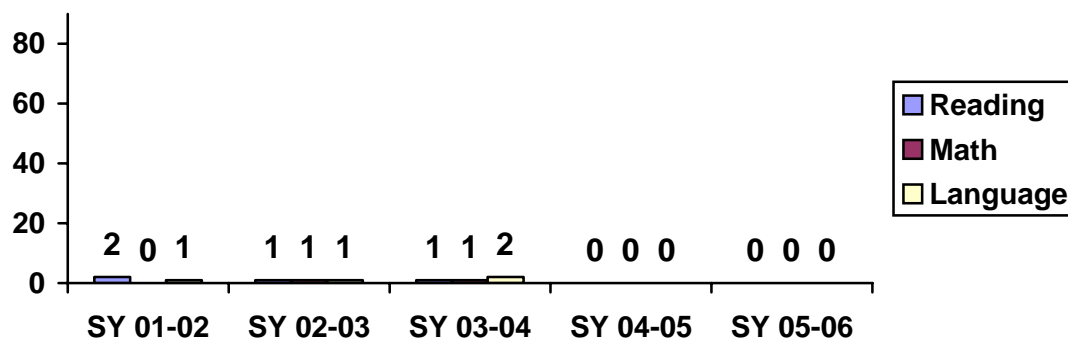
**Figure 61**  
**Percentage of Grade 5 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



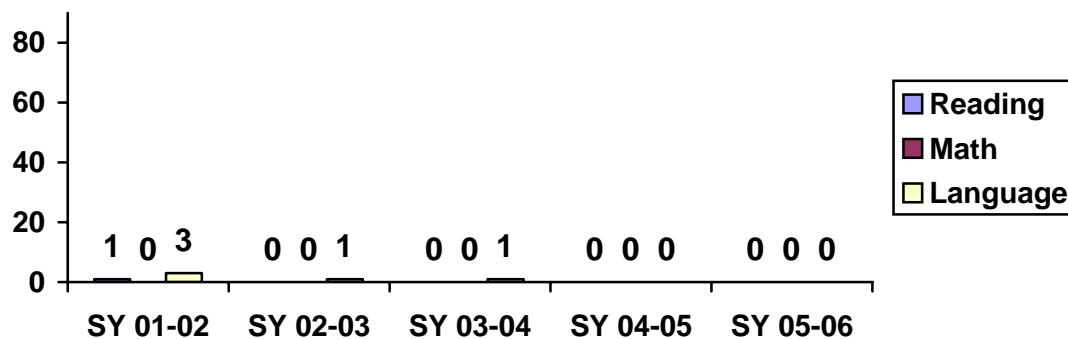
**Figure 62**  
**Percentage of Grade 7 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



**Figure 63**  
**Percentage of Grade 9 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



**Figure 64**  
**Percentage of Grade 10 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**



**Figure 65**  
**Percentage of Grade 11 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 01-02 to SY 05-06**

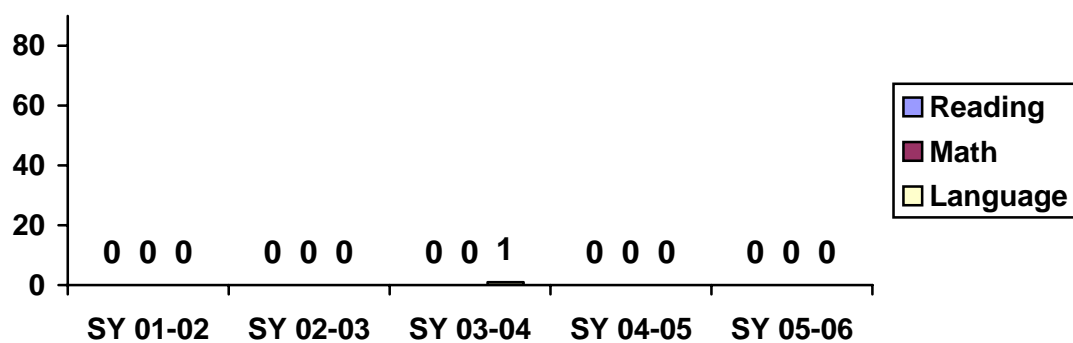


Table 43 Comparative Proportions of Free/Reduced Lunch Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Reading by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	34	40	45	73	63
Free/Reduced	29	34	40	53	51
<b>Difference (Gap)</b>	<b>-5</b>	<b>-6</b>	<b>-5</b>	<b>-20</b>	<b>-12</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	14	15	15	29	23
Free/Reduced	11	11	12	12	14
<b>Difference (Gap)</b>	<b>-3</b>	<b>-4</b>	<b>-3</b>	<b>-17</b>	<b>-9</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	10	9	12	14	11
Free/Reduced	7	6	9	6	5
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-3</b>	<b>-8</b>	<b>-6</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	17	20	19	14	14
Free/Reduced	8	9	11	5	5
<b>Difference (Gap)</b>	<b>-9</b>	<b>-11</b>	<b>-8</b>	<b>-9</b>	<b>-9</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	13	12	11	9	8
Free/Reduced	4	5	5	5	4
<b>Difference (Gap)</b>	<b>-9</b>	<b>-7</b>	<b>-6</b>	<b>-4</b>	<b>-4</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	9	8	7	8	9
Free/Reduced	1	4	3	4	4
<b>Difference (Gap)</b>	<b>-8</b>	<b>-4</b>	<b>-4</b>	<b>-4</b>	<b>-5</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	7	6	6	10	9
Free/Reduced	0	4	5	3	5
<b>Difference (Gap)</b>	<b>-7</b>	<b>-2</b>	<b>-1</b>	<b>-7</b>	<b>-4</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 43 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 05-06. Examination of Table 43 reveals that the largest gap (-12) between free and reduced lunch students and general education students was found in first grade for School Year 05-06. Analysis of the SY 05-06 gaps by grade indicates that with the exception of grade 10, all grades have reduced or maintained the gap between general education and free/reduced participants.

Table 44 Comparative Proportions of Free/Reduced Lunch Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Mathematics by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	28	25	22	30	34
Free/Reduced	21	23	21	20	24
<b>Difference (Gap)</b>	<b>-7</b>	<b>-2</b>	<b>-1</b>	<b>-10</b>	<b>-10</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	12	11	8	15	16
Free/Reduced	10	10	7	7	8
<b>Difference (Gap)</b>	<b>-2</b>	<b>-1</b>	<b>-1</b>	<b>-8</b>	<b>-8</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	10	10	10	11	9
Free/Reduced	9	4	8	6	5
<b>Difference (Gap)</b>	<b>-1</b>	<b>-6</b>	<b>-2</b>	<b>-6</b>	<b>-4</b>
Grade 7	SY 01-02	SY 02-03	SY 04-05	SY 04-05	SY 05-06
General Education	4	7	7	5	6
Free/Reduced	2	2	4	2	1
<b>Difference (Gap)</b>	<b>-2</b>	<b>-5</b>	<b>-3</b>	<b>-3</b>	<b>-5</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	4	4	3	1	2
Free/Reduced	1	1	1	1	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>	<b>0</b>	<b>-1</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	1	1	1	1	1
Free/Reduced	0	0	0	0	0
<b>Difference (Gap)</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	3	3	2	2	0
Free/Reduced	0	3	0	1	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>0</b>	<b>-2</b>	<b>-1</b>	<b>0</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 44 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Mathematics from SY 01-02 to SY 05-06. Examination of Table 44 reveals that the largest gap (-10) between free and reduced lunch students and general education students were found in first grade for School Year 04-05 and 05-06. Analysis of the five school years by grade indicates that the most consistently narrowest gaps are found among tenth graders. No gap exists for the 11<sup>th</sup> Grade in SY 02-03, SY 05-06 and for the 9<sup>th</sup> Grade in SY 04-05.

Table 45 Comparative Proportions of Free/Reduced Lunch Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Language by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	13	14	12	10	10
Free/Reduced	9	11	12	5	6
<b>Difference (Gap)</b>	<b>-4</b>	<b>-3</b>	<b>0</b>	<b>-5</b>	<b>-4</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	20	19	18	12	13
Free/Reduced	16	16	15	7	7
<b>Difference (Gap)</b>	<b>-4</b>	<b>-3</b>	<b>-3</b>	<b>-5</b>	<b>-6</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	14	14	17	11	14
Free/Reduced	11	10	12	7	8
<b>Difference (Gap)</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>	<b>-4</b>	<b>-6</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	23	26	27	15	16
Free/Reduced	14	14	17	5	9
<b>Difference (Gap)</b>	<b>-9</b>	<b>-12</b>	<b>-10</b>	<b>-10</b>	<b>-7</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	8	9	8	6	5
Free/Reduced	3	4	2	3	3
<b>Difference (Gap)</b>	<b>-5</b>	<b>-5</b>	<b>-6</b>	<b>-3</b>	<b>-2</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	6	7	7	3	3
Free/Reduced	3	3	4	2	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>-4</b>	<b>-3</b>	<b>-1</b>	<b>-2</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	3	3	3	4	3
Free/Reduced	0	3	1	2	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>0</b>	<b>-2</b>	<b>-2</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 45 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Language from SY 01-02 to SY 05-06. Examination of Table 45 reveals that the largest gap (-12) between Free and Reduced students and general education students was found in seventh grade for SY 02-03. Additionally, the seventh graders have the largest gaps across three years (SY 02-03 until SY 04-05). Analysis of the three school years by grade indicates that the narrowest gaps are found among eleventh graders.



<b>Table 46</b> <b>Comparative Proportions of LOTE &amp; General Education Students at</b> <b>Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Reading by Grade Levels</b>					
<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	34	40	45	73	63
LOTE	33	36	42	53	49
<b>Difference (Gap)</b>	<b>-1</b>	<b>-4</b>	<b>-3</b>	<b>-20</b>	<b>-14</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	14	15	15	29	23
LOTE	9	7	8	11	11
<b>Difference (Gap)</b>	<b>-5</b>	<b>-8</b>	<b>-7</b>	<b>-18</b>	<b>-12</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	10	9	12	14	11
LOTE	4	3	7	4	5
<b>Difference (Gap)</b>	<b>-6</b>	<b>-6</b>	<b>-5</b>	<b>-10</b>	<b>-6</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	17	20	19	14	14
LOTE	8	5	4	2	4
<b>Difference (Gap)</b>	<b>-9</b>	<b>-15</b>	<b>-15</b>	<b>-12</b>	<b>-10</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	13	12	11	9	8
LOTE	3	5	6	1	2
<b>Difference (Gap)</b>	<b>-10</b>	<b>-7</b>	<b>-5</b>	<b>-4</b>	<b>-6</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	9	8	7	8	9
LOTE	4	3	3	6	1
<b>Difference (Gap)</b>	<b>-5</b>	<b>-5</b>	<b>-4</b>	<b>-2</b>	<b>-8</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
General Education	7	6	6	10	9
LOTE	0	8	4	3	3
<b>Difference (Gap)</b>	<b>-7</b>	<b>+2</b>	<b>-2</b>	<b>-7</b>	<b>-6</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 46 depicts comparative proportions between LOTE and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 05-06. Examination of Table 46 reveals that the largest gap (-20) between LOTE and general education students was found in first grade for SY 04-05. In contrast, there was a larger proportion of eleventh grade LOTE students (+2) at levels 3 & 4 compared to those in general education. Analysis of SY05-06 by grade indicates that the narrowest gaps are found among fifth, ninth and eleventh graders.

Table 47 Comparative Proportions of LOTE Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Mathematics by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	28	25	22	30	34
LOTE	21	26	22	22	24
<b>Difference (Gap)</b>	<b>-7</b>	<b>+1</b>	<b>0</b>	<b>-8</b>	<b>-10</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	12	11	8	15	16
LOTE	9	8	6	8	5
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>	<b>-7</b>	<b>-11</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	10	10	10	11	9
LOTE	8	4	10	5	5
<b>Difference (Gap)</b>	<b>-2</b>	<b>-6</b>	<b>0</b>	<b>-6</b>	<b>-4</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	4	7	7	5	6
LOTE	3	3	2	1	3
<b>Difference (Gap)</b>	<b>-1</b>	<b>-4</b>	<b>-5</b>	<b>-4</b>	<b>-3</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	4	4	3	1	2
LOTE	1	2	2	1	2
<b>Difference (Gap)</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>0</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	1	1	1	1	1
LOTE	2	1	1	1	2
<b>Difference (Gap)</b>	<b>+1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>+1</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	3	3	2	2	0
LOTE	3	1	0	0	1
<b>Difference (Gap)</b>	<b>0</b>	<b>-2</b>	<b>-2</b>	<b>-2</b>	<b>+1</b>
<b>Level 3:</b> represents solid academic performance, indicates students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 47 depicts comparative proportions between LOTE students and General Education students at levels 3 & 4 in Mathematics from SY 01-02 to SY 05-06. Examination of Table 47 reveals that the largest gap (-11) between LOTE students and general education students was found in third grade for SY 05-06. Conversely, there were more LOTE students (+1) performing at levels 3 and 4 in the first grade (SY 02-03), the tenth grade (SY 01-02, SY 05-06) and the eleventh grade (SY 05-06). Analysis of the three school years by grade indicates that the most consistently narrowest gaps are found among tenth graders. The number of LOTE students in levels 3 and 4 in tenth grade were either equal to or greater than the number of general education students in levels 3 and 4 for all five years.

Table 48 Comparative Proportions of LOTE Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Language by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	13	14	12	10	10
LOTE	10	13	12	7	6
<b>Difference (Gap)</b>	<b>-3</b>	<b>-1</b>	<b>0</b>	<b>-3</b>	<b>-4</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	20	19	18	12	13
LOTE	12	12	15	6	5
<b>Difference (Gap)</b>	<b>-8</b>	<b>-7</b>	<b>-3</b>	<b>-5</b>	<b>-8</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	14	14	17	11	14
LOTE	7	5	10	6	7
<b>Difference (Gap)</b>	<b>-7</b>	<b>-9</b>	<b>-7</b>	<b>-5</b>	<b>-7</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	23	26	27	15	16
LOTE	14	8	6	4	6
<b>Difference (Gap)</b>	<b>-9</b>	<b>-18</b>	<b>-21</b>	<b>-11</b>	<b>-10</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	8	9	8	6	5
LOTE	3	5	3	0	0
<b>Difference (Gap)</b>	<b>-5</b>	<b>-4</b>	<b>-5</b>	<b>-6</b>	<b>-5</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	6	7	7	3	3
LOTE	6	1	1	0	1
<b>Difference (Gap)</b>	<b>0</b>	<b>-6</b>	<b>-6</b>	<b>-3</b>	<b>-2</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	3	3	3	4	3
LOTE	0	1	2	1	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>-3</b>	<b>-3</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 48 depicts comparative proportions between LOTE students and General Education students at levels 3 & 4 in Language from SY 01-02 to SY 05-06. Examination of Table 48 reveals that the largest gap (-21) between LOTE students and general education students was found in seventh grade for SY 03-04. Analysis of the five school years by grade indicates that the narrowest gaps are found among first graders.

Table 49 Comparative Proportions of Special Education Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Reading by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	34	40	45	73	63
Students w/Disabilities	12	15	19	26	23
<b>Difference (Gap)</b>	<b>-22</b>	<b>-25</b>	<b>-26</b>	<b>-47</b>	<b>-40</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	14	15	15	29	23
Students w/Disabilities	7	3	2	0	2
<b>Difference (Gap)</b>	<b>-7</b>	<b>-12</b>	<b>-13</b>	<b>-29</b>	<b>-21</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	10	9	12	14	11
Students w/Disabilities	1	0	2	1	1
<b>Difference (Gap)</b>	<b>-9</b>	<b>-9</b>	<b>-10</b>	<b>-13</b>	<b>-10</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	17	20	19	14	14
Students w/Disabilities	3	1	0	0	1
<b>Difference (Gap)</b>	<b>-14</b>	<b>-19</b>	<b>-19</b>	<b>-14</b>	<b>-13</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	13	12	11	9	8
Students w/Disabilities	2	1	1	0	0
<b>Difference (Gap)</b>	<b>-11</b>	<b>-11</b>	<b>-10</b>	<b>-9</b>	<b>-8</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	9	8	7	8	9
Students w/Disabilities	1	0	0	0	0
<b>Difference (Gap)</b>	<b>-8</b>	<b>-8</b>	<b>-7</b>	<b>-8</b>	<b>-9</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	7	6	6	10	9
Students w/Disabilities	0	0	0	0	0
<b>Difference (Gap)</b>	<b>-7</b>	<b>-6</b>	<b>-6</b>	<b>-10</b>	<b>-9</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 49 depicts comparative proportions between Special Education and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 05-06. Examination of Table 49 reveals that the largest gap (-47) between special education students and general education students was found in first grade for SY 04-05. Analysis of the five school years by grade indicates that the most consistently narrowest gaps are found among eleventh graders. The smallest single year gap is evident in the eleventh grade students during SY 02-03 and SY 03-04.

Table 50 Comparative Proportions of Special Education Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Mathematics by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	28	25	22	30	34
Students w/Disabilities	13	20	10	17	11
<b>Difference (Gap)</b>	<b>-15</b>	<b>-5</b>	<b>-12</b>	<b>-13</b>	<b>-23</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	12	11	8	15	16
Students w/Disabilities	5	1	2	2	3
<b>Difference (Gap)</b>	<b>-7</b>	<b>-10</b>	<b>-6</b>	<b>-13</b>	<b>-13</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	10	10	10	11	9
Students w/Disabilities	1	1	1	0	1
<b>Difference (Gap)</b>	<b>-9</b>	<b>-9</b>	<b>-9</b>	<b>-11</b>	<b>-8</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	4	7	7	5	6
Students w/Disabilities	1	1	0	0	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>-6</b>	<b>-7</b>	<b>-5</b>	<b>-5</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	4	4	3	1	2
Students w/Disabilities	0	1	1	0	0
<b>Difference (Gap)</b>	<b>-4</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>	<b>-2</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	1	1	1	1	1
Students w/Disabilities	0	0	0	0	0
<b>Difference (Gap)</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	3	3	2	2	0
Students w/Disabilities	0	0	0	0	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>	<b>-2</b>	<b>0</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 50 depicts comparative proportions between Special Education and General Education students at levels 3 & 4 in Mathematics from SY 01-02 to SY 05-06. Examination of Table 50 reveals that the largest gap (-23) between special education students and general education students was found in first grade for SY 05-06. Analysis of the five school years by grade indicates that the most consistently narrowest gaps are found among tenth graders.

Table 51 Comparative Proportions of Special Education Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Language by Grade Levels					
Grade 1	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	13	14	12	10	10
Students w/Disabilities	2	7	6	5	2
<b>Difference (Gap)</b>	<b>-11</b>	<b>-7</b>	<b>-6</b>	<b>-5</b>	<b>-8</b>
Grade 3	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	20	19	18	12	13
Students w/Disabilities	6	3	3	0	4
<b>Difference (Gap)</b>	<b>-14</b>	<b>-16</b>	<b>-15</b>	<b>-12</b>	<b>-9</b>
Grade 5	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	14	14	17	11	14
Students w/Disabilities	1	1	1	1	1
<b>Difference (Gap)</b>	<b>-13</b>	<b>-13</b>	<b>-16</b>	<b>-10</b>	<b>-13</b>
Grade 7	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	23	26	27	15	16
Students w/Disabilities	6	2	1	0	1
<b>Difference (Gap)</b>	<b>-17</b>	<b>-24</b>	<b>-26</b>	<b>-15</b>	<b>-15</b>
Grade 9	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	8	9	8	6	5
Students w/Disabilities	1	1	1	0	0
<b>Difference (Gap)</b>	<b>-7</b>	<b>-8</b>	<b>-7</b>	<b>-6</b>	<b>-5</b>
Grade 10	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	6	7	7	3	3
Students w/Disabilities	3	1	1	0	0
<b>Difference (Gap)</b>	<b>3</b>	<b>-6</b>	<b>-6</b>	<b>-3</b>	<b>-3</b>
Grade 11	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06
General Education	3	3	3	4	3
Students w/Disabilities	0	0	1	0	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>	<b>-4</b>	<b>-3</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared for the next grade					
<b>Level 4:</b> signifies superior performance, beyond grade level mastery					

Table 51 depicts comparative proportions between Special Education students and General Education students at levels 3 & 4 in Language from SY 01-02 to SY 05-06. Examination of Table 51 reveals that the largest gap (-26) between Special Education students and general education students was found in seventh grade for SY 03-04. Analysis of the five school years by grade indicates that the narrowest gaps are found among eleventh graders.

## SPECIAL EDUCATION ALTERNATE ASSESSMENT

Federal and local law requires that all students with disabilities should be included in general statewide and district-wide assessment programs with appropriate accommodations, if necessary. Students with more significant disabilities who cannot participate in general large-scale assessment programs even with accommodations must receive an alternate assessment.

Section 612(a)(17) of IDEA '97 states:

"As appropriate, the State or local educational agency – (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments."

§200.6 Inclusion of all Students of the No Child Left Behind Act (NCLB Title I) further states that:

"A state's academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed.

(a) Students Eligible under IDEA and Section 504.

(1) A State's academic system must provide – (i) For each student with disabilities, as defined under section 602(3) of the IDEA, appropriate accommodations that each student's IEP team determines are necessary to measure the academic achievement of the student relative to the State's academic content and achievement standards for the grade in which the student is enrolled, consistent with §200.1(b)(2), (b)(3), and (c); and...

(2) Alternate Assessment. (i) The State's academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the IDEA whom the child's IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of this section, even with appropriate accommodations. (ii) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science.

Additionally, states and districts must:

- Report the number of children participating in alternate assessments;
- Report the performance of children on alternate assessments after July 1, 2000, if doing so would be statistically sound and not disclose the results of individual children;
- Ensure that IEP teams determine how each student will participate in large-scale assessment, and if not participating, describe how the child will be assessed; and
- Reflect the performance of all students with disabilities in performance goals and indicators that are used to guide State Improvement Plans.

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam's SAT-10, because the SAT-10 is Guam's primary accountability mechanism.

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Federal law requires that all students with disabilities participate in state and district-wide general assessment programs without accommodations, with accommodations or with an alternate assessment.

Students with disabilities who cannot participate in the regular assessment even with accommodations must therefore participate in Guam's alternate assessment program. A description of the student's participation in the district-wide assessment must be documented in his/her IEP.

### **Assessment Accommodations and Alternate Assessment**

Some students with disabilities need accommodations to take part in large-scale assessments. The purpose of accommodations is to minimize the influence of disabilities that are not relevant to the purpose of testing. According to the 1999 Standards for Education and Psychological Testing, "accommodation" is a general term that can refer to any departure from standard testing content, format or administration procedures.

Guam allows for accommodations that are justified and described in the IEP. The test publisher has categorized accommodations as either "standard" or "non-standard," and the type of accommodations used may affect how the results are included in the reporting of school, district, and state assessment results.

A small number of students with disabilities, particularly those with more significant disabilities (estimated at 1-2 % of the entire student population) cannot meaningfully participate in general large-scale assessments even with accommodations. Rather than being excluded from the district-wide assessment program altogether, IDEA requires the performance of these students to be tested via an alternate assessment aligned to the content standards. Including all students in the district's assessment program will create a more accurate picture of the education system's performance. It will also lead to greater accountability for the educational outcomes of all students.

Alternate assessment is best understood as a means of including all students in Guam's district-wide assessment and accountability program. The National Center for Educational Outcomes (Thurlow, Elliot, and Ysseldyke, 1998) refers to alternate assessment as the "ultimate accommodation" because it allows for all students to be counted in the accountability system.

Guam fully implemented its newly developed **"Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment"** in SY 04-05, which resulted in a substantial increase in the "documented" participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment for SY 05-06 included:



<b>Table 52 Special Education Alternate Assessment Participation Rates</b>				
<b>Grade</b>	<b>Age</b>	<b>Number Assessed</b>	<b>Number of Eligible Students by Grade Level</b>	<b>Participation Rate</b>
<b>1</b>	<b>6 Yrs</b>	<b>20</b>	<b>20</b>	<b>100%</b>
<b>2</b>	<b>7 Yrs</b>	<b>20</b>	<b>20</b>	<b>100%</b>
<b>3</b>	<b>8 Yrs</b>	<b>18</b>	<b>22</b>	<b>82%</b>
<b>4</b>	<b>9 Yrs</b>	<b>11</b>	<b>11</b>	<b>100%</b>
<b>5</b>	<b>10 Yrs</b>	<b>16</b>	<b>19</b>	<b>84%</b>
<b>6</b>	<b>11 yrs</b>	<b>13</b>	<b>14</b>	<b>93%</b>
<b>7</b>	<b>12 Yrs</b>	<b>13</b>	<b>15</b>	<b>87%</b>
<b>8</b>	<b>13 Yrs</b>	<b>20</b>	<b>21</b>	<b>95%</b>
<b>9</b>	<b>14 Yrs</b>	<b>16</b>	<b>25</b>	<b>64%</b>
<b>10</b>	<b>15 Yrs</b>	<b>6</b>	<b>19</b>	<b>32%</b>
<b>11</b>	<b>16 Yrs</b>	<b>6</b>	<b>32</b>	<b>19%</b>
<b>12</b>	<b>17 Yrs</b>	<b>1</b>	<b>12</b>	<b>8%</b>
<b>TOTAL</b>	<b>--</b>	<b>160</b>	<b>230</b>	<b>70%</b>

Table 52 depicts the participation rates of special education students who qualified for alternate assessment SY 05-06. A total of 160 students participated through an alternate assessment in SY 05-06, representing 70% of the 230 students whose IEP teams determined were to participate in the island-wide assessment through an alternate assessment. This is the second school year that students in all grade levels (1<sup>st</sup> – 12<sup>th</sup>) participated in the alternate assessment.

The following tables 53-59 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment for SY 05-06. All alternate assessments were linked to the content standards used in the regular assessment with the addition of the content standard "Other" used to collect assessment data on goals students were working on that were not reasonably described by the established content areas.

<b>Table 53</b> <b>GPSS SY 05-06 Distribution of Performance Levels in READING</b> <b>Using ALTERNATE ASSESSMENT By Grade and By Age</b>						
<b>Grade Level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	15 (3)	30 (6)	35 (7)	20 (4)
2	7 Yrs	100% (20)	15 (3)	15 (3)	30 (6)	40 (8)
3	8 Yrs	82% (18)	27 (5)	17 (3)	17 (3)	39 (7)
4	9 Yrs	100% (11)	0 (0)	18 (2)	36 (4)	46 (5)
5	10 Yrs	84% (16)	25 (4)	50 (8)	6 (1)	19 (3)
6	11 Yrs	93% (13)	8 (1)	23 (3)	62 (8)	7 (1)
7	12 Yrs	87% (13)	0 (0)	23 (3)	54 (7)	23 (3)
8	13 Yrs	95% (20)	0 (0)	20 (4)	65 (13)	15 (3)
9	14 Yrs	64% (16)	6 (1)	56 (9)	32 (5)	6 (1)
10	15 Yrs	32% (6)	33 (2)	33 (2)	33 (2)	0 (0)
11	16 Yrs	32% (6)	17 (1)	17 (1)	50 (3)	17 (1)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 53 shows the participation rate and distribution of alternate assessment performance levels results for reading by grade and age groups. Examination of Table 53 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grades 1,2 and 4.

<b>Table 54</b> <b>GPSS SY 05-06 Distribution of Performance Levels in MATH</b> <b>Using ALTERNATE ASSESSMENT By Grade and By Age</b>						
<b>Grade level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	20 (4)	30 (6)	30 (6)	20 (4)
2	7 Yrs	100%(20)	10 (2)	15 (3)	30 (6)	40 (8)
3	8 Yrs	82% (18)	11 (2)	23 (4)	27 (5)	39 (7)
4	9 Yrs	100% (11)	18 (2)	27 (3)	9 (1)	46 (5)
5	10 Yrs	84% (16)	19 (3)	43 (7)	19 (3)	19 (3)
6	11 Yrs	93% (13)	8 (1)	15 (4)	62 (8)	15 (2)
7	12 Yrs	87% (13)	0 (0)	15 (2)	77 (10)	8 (1)
8	13 Yrs	95% (20)	10 (2)	5 (1)	70 (14)	15 (3)
9	14 Yrs	64% (16)	6 (1)	56 (9)	32 (5)	6 (1)
10	15 Yrs	32% (6)	17 (1)	17 (1)	66 (4)	0 (0)
11	16 Yrs	19% (6)	0 (0)	17 (1)	44(4)	17 (1)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 54 shows the participation rate and distribution of alternate assessment performance levels results for math by grade and age groups. Examination of Table 54 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grades 1,2 and 5.

<b>Table 55</b> GPSS SY 05-06 Distribution of Performance Levels in <b>LANGUAGE</b> Using <b>ALTERNATE ASSESSMENT</b> By Grade and By Age						
<b>Grade level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	35 (7)	30 (6)	20 (4)	15 (3)
2	7 Yrs	100%(20)	10 (2)	70 (14)	20 (4)	0 (0)
3	8 Yrs	82% (18)	17 (3)	55 (10)	23 (4)	5 (1)
4	9 Yrs	100% (11)	0 (0)	45 (5)	55 (6)	0 (0)
5	10 Yrs	84% (16)	12 (2)	50 (8)	19 (3)	19 (3)
6	11 Yrs	93% (13)	15 (2)	23 (3)	62 (8)	0 (0)
7	12 Yrs	87% (13)	0 (0)	46 (6)	54 (7)	0 (0)
8	13 Yrs	95% (20)	0 (0)	30 (6)	50 (10)	20 (4)
9	14 Yrs	64% (16)	6 (1)	18 (3)	38 (6)	38 (6)
10	15 Yrs	32% (6)	0 (0)	0 (0)	100 (6)	0 (0)
11	16 Yrs	19% (6)	0 (0)	0 (0)	0 (0)	100 (6)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 55 shows the participation rate and distribution of alternate assessment performance levels results for language by grade and age groups. Examination of Table 55 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grade 1,2 and 4.

<b>Table 56</b> GPSS SY 05-06 Distribution of Performance Levels in <b>ENVIRONMENTAL/SCIENCE/SOCIAL SCIENCE</b> Using <b>ALTERNATE ASSESSMENT</b> By Grade and By Age						
<b>Grade level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	0 (0)	0 (0)	0 (0)	100 (20)
2	7 Yrs	100%(20)	0 (0)	5 (1)	80 (16)	15 (3)
3	8 Yrs	82% (18)	0 (0)	0 (0)	0 (0)	100 (18)
4	9 Yrs	100% (11)	0 (0)	0 (0)	0 (0)	100 (11)
5	10 Yrs	84% (16)	0 (0)	50 (8)	0 (0)	50 (8)
6	11 Yrs	93% (13)	0 (0)	15 (2)	85 (11)	0 (0)
7	12 Yrs	87% (13)	0 (0)	0 (0)	0 (0)	100 (13)
8	13 Yrs	95% (20)	0 (0)	0 (0)	0 (0)	100 (20)
9	14 Yrs	64% (16)	0 (0)	38 (6)	44 (7)	18 (3)
10	15 Yrs	32% (6)	0 (0)	100 (6)	0 (0)	0 (0)
11	16 Yrs	19% (6)	0 (0)	0 (0)	0 (0)	100 (6)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 56 shows the participation rate and distribution of alternate assessment performance levels results for listening by grade and age groups. Examination of Table 56 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grades 1,2 and 4.

<b>Table 57</b> GPSS SY 05-06 Distribution of Performance Levels in <b>LISTENING</b> Using <b>ALTERNATE ASSESSMENT</b> By Grade and By Age						
<b>Grade level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	10 (2)	40 (8)	10 (2)	40 (8)
2	7 Yrs	100%(20)	30 (6)	25 (5)	35 (7)	10 (2)
3	8 Yrs	82% (18)	0 (0)	0 (0)	100 (18)	0 (0)
4	9 Yrs	100% (11)	0 (0)	0 (0)	100 (11)	0 (0)
5	10 Yrs	84% (16)	0 (0)	0 (0)	100 (16)	0 (0)
6	11 Yrs	93% (16)	54 (7)	46 (6)	0 (0)	0 (0)
7	12 Yrs	87% (13)	0 (0)	0 (0)	100 (13)	0 (0)
8	13 Yrs	95% (20)	0 (0)	0 (0)	0 (0)	100 (20)
9	14 Yrs	64% (16)	0 (0)	0 (0)	0 (0)	100 (16)
10	15 Yrs	32% (6)	0 (0)	50 (3)	50 (3)	0 (0)
11	16 Yrs	19% (6)	0 (0)	0 (0)	0 (0)	100 (6)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 57 shows the participation rate and distribution of alternate assessment performance levels results for listening by grade and age groups. Examination of Table 57 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grades 1, 2 and 4.

<b>Table 58</b> GPSS SY 05-06 Distribution of Performance Levels in <b>COMPLETE BATTERY</b> Using <b>ALTERNATE ASSESSMENT</b> By Grade and By Age						
<b>Grade level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	0 (0)	40 (8)	60 (12)	0 (0)
2	7 Yrs	100%(20)	0 (0)	100 (20)	0 (0)	0 (0)
3	8 Yrs	82% (18)	23 (4)	57 (10)	23 (4)	0 (0)
4	9 Yrs	100% (11)	0 (0)	100 (11)	0 (0)	0 (0)
5	10 Yrs	84% (16)	0 (0)	50 (8)	50 (8)	0 (0)
6	11 Yrs	93% (16)	0 (0)	0 (0)	0 (0)	100 (13)
7	12 Yrs	87% (13)	0 (0)	0 (0)	0 (0)	100 (13)
8	13 Yrs	95% (20)	0 (0)	35 (7)	65 (13)	0 (0)
9	14 Yrs	64% (16)	0 (0)	0 (0)	0 (0)	100 (16)
10	15 Yrs	32% (6)	0 (0)	50 (3)	50 (3)	0 (0)
11	16 Yrs	19% (6)	0 (0)	0 (0)	0 (0)	100 (6)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 58 shows the participation rate and distribution of alternate assessment performance levels results for complete battery by grade and age groups. Examination of Table 58 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grades 1, 2 and 4.

<b>Table 59</b> GPSS SY 05-06 Distribution of Performance Levels in <b>OTHER</b> <b>Using ALTERNATE ASSESSMENT By Grade and By Age</b>						
<b>Grade level</b>	<b>Age</b>	<b>Percent of Students Tested with Measurable Results</b>	<b>Advanced Level 4: Beyond Grade Level Mastery</b>	<b>Proficient Level 3: Solid Academic Performance</b>	<b>Basic Level 2: Partial Mastery</b>	<b>Below Basic Level 1: Little or No Mastery</b>
1	6 Yrs	100% (20)	0 (0)	0 (0)	75 (15)	25 (5)
2	7 Yrs	100%(20)	55 (11)	40 (8)	5 (1)	0 (0)
3	8 Yrs	82% (18)	23 (4)	27 (5)	39 (7)	11 (2)
4	9 Yrs	100% (11)	0 (0)	18 (2)	73 (8)	9 (1)
5	10 Yrs	84% (16)	0 (0)	12 (2)	69 (11)	19 (3)
6	11 Yrs	93% (16)	0 (0)	15 (2)	85 (11)	0 (0)
7	12 Yrs	87% (13)	0 (0)	0 (0)	0 (0)	100 (13)
8	13 Yrs	95% (20)	0 (0)	15 (3)	75 (15)	10 (2)
9	14 Yrs	64% (16)	0 (0)	75 (12)	25 (4)	0 (0)
10	15 Yrs	32% (6)	0 (0)	0 (0)	100 (6)	0 (0)
11	16 Yrs	19% (6)	0 (0)	0 (0)	0 (0)	100 (6)
12	17 Yrs	8% (1)	0 (0)	0 (0)	0 (0)	100 (1)
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level.						

Table 59 shows the participation rate and distribution of alternate assessment performance levels results for other by grade and age groups. Examination of Table 59 reveals participation rates ranging from a low of 8% for grade 12 to a high of 100% for students in grades 1, 2 and 4.



## PERCENTILE SCORES

Guam Public School System SAT10 scores are commonly reported in terms of *percentile scores* by grade and subject. *Percentile scores* indicate the percentage of students likely to score below a certain point on a score distribution. Such scores also reflect the ranking of students relative to students in the same grade in the norm (reference) group who took the test at a comparable time. The percentile scores are useful for comparing our students' performance in relation to other students. A percentile score of 50 reflects the national average and indicates that students achieving such a score did better than 50% of the norm.

Table 60 represents the SAT10 *percentile scores* by grade level and content areas for SY 05-06.

<b>Table 60</b> <b>SY 05-06 Guam Public School System</b> <b>SAT10 Percentile Scores: Grade by Content Areas</b>												
GRADE LEVELS												
CONTENT AREA	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr.11	Gr.12
Reading	43	31	21	29	24	23	28	28	25	22	33	39
Math	37	21	19	28	23	21	30	25	36	26	32	37
Language	27	18	23	26	30	40	35	31	23	23	29	34
Spelling	52	43	42	45	42	49	49	49	44	32	43	48
Environment /Science	25	24	30	35	37	38	35	34	35	27	40	45
Social Science	-	-	19	37	30	30	34	34	36	28	41	43
Complete Battery	39	28	25	33	29	30	34	32	33	27	36	41

Examination of Table 60 reveals that the percentile scores ranged from a low of 18 achieved by 2<sup>nd</sup> graders in language, to a high of 52 for grade 1 spelling. The complete battery score represents the weighted percentile average of all content areas. Analysis of the complete battery scores reveals that grades 1 and 12 with respective percentile scores of 39 and 41 achieved the highest percentile rankings. In contrast students in 3rd and 10th grade achieved the lowest complete battery percentile scores, given respective scores of 25 and 27.

One of the major goals stated in the District Action Plan is: "By the end of school year 2008-2009, using SAT9 2002 scores as the baseline data, at least 50% of students in the grades tested will reach the 50th percentile in reading, math and language arts." Table 61 depicts the percentage of students at or above the 50th national percentile rank by grade and content areas for SY 01-02 to SY 05-06. Analysis of Table 61 shows that grade 1 students in SY 04-05 came the closest to meeting that goal with 49% at or above the 50th national percentile rank in reading.

<b>Table 61</b> <b>Percentage of Students At Or Above 50th National Percentile Rank</b> <b>SY 01-02 to SY 05-06</b>					
<b>READING</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
Grade 1	33	37	43	49	44
Grade 2	<i>Grade Level Not Tested</i>			31	29
Grade 3	18	18	18	21	19
Grade 4	<i>Grade Level Not Tested</i>			25	27
Grade 5	21	20	24	22	19
Grade 6	<i>Grade Level Not Tested</i>			20	20
Grade 7	7	24	23	18	22
Grade 8	<i>Grade Level Not Tested</i>			23	21
Grade 9	21	21	19	20	20
Grade 10	18	16	15	18	17
Grade 11	20	20	19	28	30
Grade 12	<i>Grade Level Not Tested</i>			35	36
<b>MATH</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
Grade 1	22	22	22	30	36
Grade 2	<i>Grade Level Not Tested</i>			20	16
Grade 3	20	18	16	15	15
Grade 4	<i>Grade Level Not Tested</i>			24	21
Grade 5	24	21	23	23	18
Grade 6	<i>Grade Level Not Tested</i>			14	14
Grade 7	19	20	21	19	24
Grade 8	<i>Grade Level Not Tested</i>			19	16
Grade 9	16	15	12	27	24
Grade 10	19	16	15	18	16
Grade 11	25	23	22	30	26
Grade 12	<i>Grade Level Not Tested</i>			31	33
<b>LANGUAGE</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>	<b>SY 04-05</b>	<b>SY 05-06</b>
Grade 1	16	20	18	17	18
Grade 2	<i>Grade Level Not Tested</i>			14	15
Grade 3	27	25	24	22	21
Grade 4	<i>Grade Level Not Tested</i>			17	22
Grade 5	20	20	24	30	25
Grade 6	<i>Grade Level Not Tested</i>			31	37
Grade 7	30	32	33	29	34
Grade 8	<i>Grade Level Not Tested</i>			28	27
Grade 9	15	16	14	22	23
Grade 10	19	19	17	23	20
Grade 11	20	23	22	28	28
Grade 12	<i>Grade Level Not Tested</i>			32	37

## GRADUATION RATES

Table 62 depicts the total number of students who graduated by School and Total District over a period of three years: SY 03-04 to SY 05-06. Analysis of Table 62 indicates that the number of graduates in SY 05-06 decreased slightly by 9 students compared to SY 04-05.

<b>Table 62</b>			
<b>GPSS High School Graduation Rate Distribution by School and Total District</b>			
	<b>SY 2003-2004</b>	<b>SY 2004-2005</b>	<b>SY 2005-2006</b>
<b>High School</b>	<b>Number of Graduates</b>	<b>Number of Graduates</b>	<b>Number of Graduates</b>
George Washington	<b>452</b>	<b>384</b>	<b>384</b>
John F. Kennedy	<b>351</b>	<b>289</b>	<b>255</b>
Simon Sanchez	<b>361</b>	<b>337</b>	<b>385</b>
Southern High	<b>292</b>	<b>307</b>	<b>284</b>
<b>TOTAL GPSS</b>	<b>1,456</b>	<b>1,317</b>	<b>1,308</b>

Of specific interest to educators is the cohort rate because it gives an indication of the proportion of ninth grade students that leave school as graduates. The NCES graduation cohort rate answers the question: What proportion of those who leave school leave as graduates? The formula uses data pertaining to graduates and dropouts over four years.

<b>Table 63</b>			
<b>Guam PSS Comparative Cohort Graduation Rates</b>			
<b>SY 2002-2003 to SY 05-06</b>			
<b>SY 2002-2003</b>	<b>SY 2003-2004</b>	<b>SY 2004-2005</b>	<b>SY 2005-2006</b>
<b>59.0%</b>	<b>61.9%</b>	<b>55.2%</b>	<b>64.2%</b>

Analysis of Tables 62 and 63 reveals that SY 05-06 produced the lowest number of graduates (1,308), but SY 04-05 had the lowest cohort graduation rate of 55.2%

## DROPOUT RATES

Monitoring the proportion of students that drop out of school every year is also essential to gauging the success of educational programs. A "dropout" as defined by Board Policy 375 is a student who was enrolled in a GPSS high school sometime during a given school year; and after enrollment, stopped attending school without having been:

- transferred to another school or to a high school equivalency educational program recognized by the Department; or
- incapacitated to the extent that enrollment in school or participation in an alternative high school program was possible; or
- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade;
- expelled; or
- removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 64 depicts the dropout rates by school from SY 2002-2003 to SY 05-06. The dropout number includes students in grades 9 to 12.

<b>TABLE 64</b> <b>GUAM PUBLIC SCHOOL SYSTEM COMPARATIVE HIGH SCHOOL DROPOUT</b> <b>RATE</b> <b>SY 2003-2004 TO SY 04-05</b>						
	SY 03-04	SY 03-04	SY 04-05	SY 04-05	SY 05-06	SY 05-06
<b>HIGH SCHOOL</b>	Dropout	Dropout	Dropout	Dropout	Dropout	Dropout
	<i>Number</i>	<b>Rate</b>	<i>Number</i>	<b>Rate</b>	<i>Number</i>	<b>Rate</b>
George Washington	250	7.7%	208	8.0%	180	5.3%
John F. Kennedy	214	6.4%	248	9.5%	241	7.1%
Simon Sanchez	121	4.4%	116	5.1%	64	2.8%
Southern	240	10.9%	153	9.3%	284	9.5%
<b>TOTAL GPSS</b>	<b>825</b>	<b>7.1%</b>	<b>725</b>	<b>7.9%</b>	<b>769</b>	<b>6.4%</b>

Analysis of Table 64 reveals that the number of students who dropped out (769) of school in SY 05-06 was higher than the total number in SY 04-05. However, the annual dropout rate for SY 05-06 decreased by 1.5 percentage points compared to the prior year.

### III. PERSONNEL QUALITY AND ACCOUNTABILITY

Guam Public School System District Action Plan addresses the following objectives relative to Personnel Quality and Accountability:

- 1) To increase the number of fully certified teachers
- 2) To implement recruitment and retention initiatives
- 3) To provide continuing high quality professional development to teachers and administrators

The following section reports statistics regarding employee demographic characteristics, frequency employee attendance rates, and statistics that describe teacher qualifications based on certification levels and degrees completed.

#### A. DEMOGRAPHIC CHARACTERISTICS OF GPSS EMPLOYEES

There were 3,984 full and part-time employees who provided instructional and support services to more than 30,000 students. Figure 66 compares the proportion of employees at school sites to those at central office and support division sites.

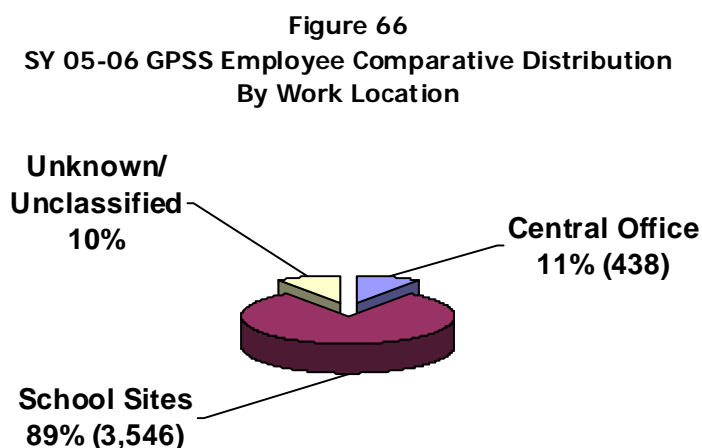


Table 65 illustrates the distribution of employees by position category from the various schools and central office/support division sites.

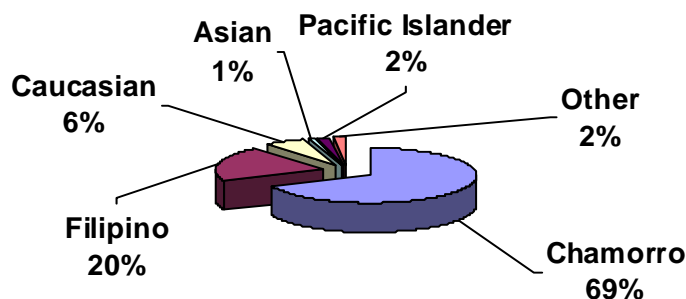
<b>Table 65</b>		
<b>SY 05-06 Employee Distribution by Position</b>		
<b>POSITIONS</b>	<b>NUMBER OF EMPLOYEES</b>	<b>PERCENT OF TOTAL POPULATION</b>
Principals and Assistants	92	2.31%
Central Administrators	17	0.43%
Teachers	2,457	61.67%
Professional/Ancillary	90	2.26%
Health Counselors	44	1.10%
Central School Support	501	12.58%
Cafeteria	84	2.11%
Custodian/Maintenance	196	4.92%
School Aides	503	12.63%
<b>TOTAL GPSS EMPLOYEES</b>	<b>3,984</b>	<b>100.00%</b>

\*Includes Substitute teachers, as well as Guidance Counselors and Librarians who are categorized as Teachers

Analysis of Table 65 reveals that teachers make up 62% of the total employee population. In contrast central office administrators and health counselors make up less than 1% of the total population. School aides comprise the second highest proportion with a total of 503. The support staff at central office includes employees at the maintenance division and bus drivers for students with disabilities.

Figure 67 describes the employee distribution by ethnic categories.

**Figure 67**  
**SY 05-06 GPSS Employee Distribution by Ethnic Categories**



Employees under the Chamorro ethnic category make up 69% (2,749) of the total employee population (3,984). Employees identified as "Asian" had the lowest frequency distribution with a total of 1%. As with the student population, the Filipino ethnic category ranked second highest with 797 (20%) employees.

Figure 68 depicts the employee distribution by gender. Figure 68 clearly illustrates that female employees, who comprise 72% (2,868) of the total population, far outnumber the male employees (1,116).

**Figure 68**  
**SY 05-06 Employee Distribution by Gender**

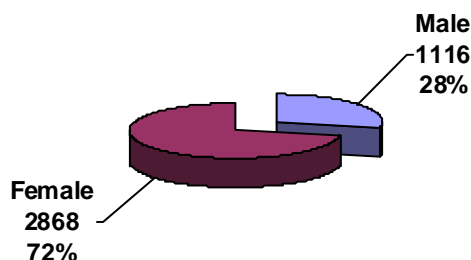


Table 66 below shows that the majority (76.3%) of the employees of the Department belong to the 25-54 year old categories. Fifteen percent (651) of the employees are 55 years old and over. Only 8.7% (378) are 24 years old and younger. This information is critical to developing a long-range recruitment plan.

Table 66 SY 05-06 Employee Distribution By Age Group		
AGE GROUP	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
18-24	346	8.7%
25-34	1,080	27.1%
35-44	1,064	26.7%
45-54	896	22.5%
55-64	486	12.2%
65-70	84	2.1%
71+	28	0.7%
<i>Total employees</i>	<b>3,984</b>	<b>100%</b>

### EMPLOYEE ATTENDANCE RATES

Just as the attendance rates of students are important to understanding their achievement levels, so are the attendance rates of employees during school days indicative of the degree of support students are provided while they are in school. The attendance rate of GPSS employees, given their positions as role models to students, can send a strong message about the significance of education. If we want students to learn we would expect them to be at school. Likewise if employees are to teach and provide support, their presence in school during instructional days is essential.

**Table 67**  
**SY 05-06 Distribution of GPSS Employee Leave of Absence**

<b>Employee Category by Location</b>	<b>Reason for Leave (Days)</b>							
<i>CENTRAL OFFICE</i>	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
<i>Professionals</i>	4895.69	1155.31	2098.38	283.00	381.31	151.00	336.56	490.13
<i>Support</i>	7879.25	3504.28	2630.38	1.31	142.06	254.50	497.19	849.53
<i>Central Administrators</i>	364.25	149.38	103.75	0.00	85.63	14.00	0.00	11.50
<b>Overall Central</b>	<b>13,139.19</b>	<b>4,808.97</b>	<b>4,832.50</b>	<b>284.31</b>	<b>609.00</b>	<b>419.50</b>	<b>833.75</b>	<b>1,351.16</b>
Percent of Column	<b>100%</b>	<b>37%</b>	<b>37%</b>	<b>2%</b>	<b>5%</b>	<b>3%</b>	<b>6%</b>	<b>10%</b>
<i>ELEMENTARY</i>	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
Principals/Assistants	663.19	232.69	304.94	0.00	85.06	0.00	0.00	40.50
Professional/Ancillary	879.69	78.50	448.94	93.75	102.13	0.00	17.00	139.38
Support	12,478.63	5,067.44	4,694.44	0.00	176.81	133.00	479.81	1,927.13
Teachers	13,863.38	192.25	8,190.25	1,723.19	615.00	332.00	686.69	2,124.00
<b>Overall Elementary</b>	<b>27,884.88</b>	<b>5,570.87</b>	<b>13,638.56</b>	<b>1,816.94</b>	<b>979.00</b>	<b>465.00</b>	<b>1,183.50</b>	<b>4,231.00</b>
Percent of Column	<b>100%</b>	<b>20%</b>	<b>49%</b>	<b>7%</b>	<b>4%</b>	<b>2%</b>	<b>4%</b>	<b>15%</b>
<i>MIDDLE SCHOOLS</i>	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
Principals/Assistants	622.38	182.31	84.31	3.00	124.75	35.00	140.00	53.00
Professional/Ancillary	735.50	50.00	343.81	31.06	78.44	30.00	89.00	113.19
Support	4,731.46	2,075.69	1,698.18	0.00	88.31	40.00	137.56	691.72
Teachers	6,691.38	38.75	3,656.19	752.94	384.56	184.00	325.63	1,349.31
<b>Overall Middle</b>	<b>12,780.71</b>	<b>2,346.75</b>	<b>5,782.49</b>	<b>787.00</b>	<b>676.06</b>	<b>289.00</b>	<b>692.19</b>	<b>2,207.22</b>
Percent of Column	<b>100%</b>	<b>18%</b>	<b>45%</b>	<b>6%</b>	<b>5%</b>	<b>2%</b>	<b>5%</b>	<b>17%</b>
<i>HIGH SCHOOLS</i>	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
Principals/Assistants	427.63	83.50	86.13	0.00	80.00	0.00	145.00	33.00
Professional/Ancillary	620.50	34.25	296.50	38.94	79.50	35.00	48.00	88.31
Support	4,372.38	1,776.94	1,582.13	0.00	53.31	30.00	38.81	891.19
Teachers	6,549.50	127.50	3,292.06	621.25	455.69	243.00	240.25	1,569.75
<b>Overall High Schools</b>	<b>11,970.01</b>	<b>2,022.19</b>	<b>5,256.82</b>	<b>660.19</b>	<b>668.50</b>	<b>308.00</b>	<b>472.06</b>	<b>2,582.25</b>
Percent of Column	<b>100%</b>	<b>17%</b>	<b>44%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>4%</b>	<b>22%</b>
<i>ALL SCHOOLS</i>	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
Principals/Assistants	1,713.19	498.50	475.38	3.00	289.81	35.00	285.00	126.50
Professional/Ancillary	2,235.69	162.75	1,089.25	163.75	260.06	65.00	154.00	340.88
Support	21,582.47	8,920.06	7,974.75	0.00	318.44	203.00	656.19	3,510.03
Teachers	27,104.25	358.50	15,138.50	3,097.38	1,455.25	759.00	1,252.56	5,043.06
<b>Overall ALL Schools</b>	<b>52,635.60</b>	<b>9,939.81</b>	<b>24,677.88</b>	<b>3,264.13</b>	<b>2,323.56</b>	<b>1,062.00</b>	<b>2,347.75</b>	<b>9,020.47</b>
Percent of Column	<b>100%</b>	<b>19%</b>	<b>47%</b>	<b>6%</b>	<b>4%</b>	<b>2%</b>	<b>4%</b>	<b>17%</b>
<i>TOTAL GPSS</i>	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
Principals/Central Adm	2,077.44	647.88	579.13	3.00	375.44	49.00	285.00	138.00
Professional/Ancillary	7,131.38	1,318.06	3,187.63	446.75	641.38	216.00	490.56	831.00
Support	29,461.72	12,424.34	10,605.13	1.31	460.50	457.50	1,153.38	4,359.57
Teachers	27,104.25	358.50	15,138.50	3,097.38	1,455.25	759.00	1,252.56	5,043.06
<b>Overall GPSS</b>	<b>65,774.8</b>	<b>14,748.8</b>	<b>29,510.4</b>	<b>3,548.4</b>	<b>2,932.6</b>	<b>1,481.5</b>	<b>3,181.5</b>	<b>10,371.6</b>
Percent of Column	<b>100%</b>	<b>22%</b>	<b>45%</b>	<b>5%</b>	<b>4%</b>	<b>2%</b>	<b>5%</b>	<b>16%</b>

\* Other – includes Jury Leave, Maternity Leave, Paternity Leave, Sabbatical Leave, and Absent Without Official Leave (AWOL).



Table 67 depicts the types of leave taken by groups of employees at central office, schools on traditional calendar and school on year round calendar. Analysis of Table 66 shows that the largest percentages of leave taken by all GPSS employees are found in sick and annual categories, which each respectively showing 22% and 45% of the total leave days (44,259).

Table 68 depicts the comparative attendance rates of GPSS central office and school employees.

<b>Table 68</b> <b>SY 04-05 GPSS Employees Attendance Rates</b>		
<b>CENTRAL OFFICE</b>	<b>Attendance Rate</b>	<b>Absentee Rate</b>
Support Staff	86.1%	13.9%
Professional Staff	88.2%	11.8%
Administrators	88.1%	11.9%
<b>Overall Central Office</b>	<b>87.0%</b>	<b>13.0%</b>
<b>SCHOOLS</b>	<b>Attendance Rate</b>	<b>Absentee Rate</b>
Principals	89.7%	10.3%
Support Staff	85.9%	14.1%
Professional/Ancillary	89.6%	10.4%
Teachers	92.2%	7.8%
<b>Overall School</b>	<b>90.2%</b>	<b>9.8%</b>
<b>OVERALL GPSS AVERAGE</b>	<b>89.7%</b>	<b>10.3%</b>

Examination of Table 68 reveals that the overall central office/support divisions' employee attendance rate of 87.0% is lower compared to the attendance rate (90.2%) of employees at school sites. Further analysis reveals that the attendance rates among groups of employees range from a low of 86% for central office support staff. Teachers have the highest attendance rate (92.2%) compared to other employee groups.

### **SCHOOL ADMINISTRATION & STAFF CERTIFICATION**

Essential to increasing the number of fully certified school staff, implementing recruitment and retention initiatives and providing high quality professional development to teachers and administrators is the collection of data pertaining to certification obtained by teachers, administrators, and other school professional staff.

Table 69 depicts the distribution of professional school administrator certification for SY 05-06. Examination of Table 69 indicates 100% of GPSS school administrators possess Professional certification. None possess Emergency certification.

<b>Table 69</b> <b>Guam Public School System</b> <b>SY 05-06 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION</b>			
<b>TYPE OF CERTIFICATION</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Total</b>
Professional	29 (100%)	27 (100%)	56 (100%)
Emergency	0 ( 0%)	0 ( 0%)	0 ( 0%)
Other Area	0 ( 0%)	0 ( 0%)	0 ( 0%)
Total	29 (100%)	27 (100%)	56 (100%)

Table 70 depicts the distribution of teachers by types of certification. Teachers that possess professional certification comprise 85% (750 + 799), while those that have either Emergency or Provisional certification comprise 15% (117 + 164) of the total population. There were no teachers in the "Other Certification Area".

<b>Table 70</b> <b>Guam Public School System</b> <b>SY 04-05 CLASSROOM TEACHER CERTIFICATION</b>			
<b>TYPE OF CERTIFICATION</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Total</b>
Professional I	366 (40%)	384 (42%)	750 (41%)
Professional II	401 (44%)	398 (43%)	799 (44%)
Emergency	103 (11%)	14 ( 2%)	117 ( 6%)
Provisional	44 ( 5%)	120 (13%)	164 ( 9%)
Other Certification Area	0 ( 0%)	0 ( 0%)	0 ( 0%)
Total	914 (100%)	916 (100%)	1830 (100%)

Table 71 depicts the distribution of school librarian certification in SY 05-06. A total of 89% (17) of school librarians held Professional certification, while 10% (10) held Emergency and Provisional certifications.

<b>Table 71</b> <b>Guam Public School System</b> <b>SY 05-06 SCHOOL LIBRARIANS CERTIFICATION</b>			
<b>TYPE OF CERTIFICATION</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Total</b>
Professional I	3 (20%)	2 ( 50%)	5 (26%)
Professional II	10 (67%)	2 (50%)	12 (63%)
Emergency	1 ( 7%)	0 ( 0%)	1 ( 5%)
Provisional	1 ( 7%)	0 ( 0%)	1 ( 5%)
Other Certification Area	0 ( 0%)	0 ( 0%)	0 ( 0%)
Total	15 (100%)	4 (100%)	19 (100%)

Table 72 depicts the distribution of school health counselor certification in SY 05-06. A total of 35 (95%) of the school health counselors in the Guam Public School held Professional certification, while only 2 (5%) held provisional certification.

<b>Table 72</b> <b>Guam Public School System</b> <b>SY 05-06 SCHOOL HEALTH COUNSELORS CERTIFICATION</b>			
<b>TYPE OF CERTIFICATION</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Total</b>
Professional I	12 (48%)	7 ( 58%)	19 (51%)
Professional II	11 (44%)	5 (42%)	16 (43%)
Professional III	0 ( 0%)	0 ( 0%)	0 ( 0%)
Emergency	0 ( 0%)	0 ( 0%)	0 ( 0%)
Provisional	2 ( 8%)	0 ( 0%)	2 ( 5%)
Total	25 (100%)	12 (100%)	37 (100%)

Table 73 depicts the distribution of school guidance counselor certification in SY 05-06. Eighty-five percent (85%) of all school guidance counselors held Professional certification, while 15% were emergency-certified.

<b>Table 73</b> <b>Guam Public School System</b> <b>SY 05-06 SCHOOL GUIDANCE COUNSELORS CERTIFICATION</b>			
<b>TYPE OF CERTIFICATION</b>	<b>Elementary</b>	<b>Secondary</b>	<b>Total</b>
Professional I	8 (62%)	22 ( 79%)	30 (73%)
Professional II	5 (38%)	0 ( 0%)	5 ( 12%)
Emergency	0 ( 0%)	6 ( 21%)	6 ( 15%)
Provisional	0 ( 0%)	0 ( 0%)	0 ( 0%)
Certified in Other Area	0 ( 0%)	0 ( 0%)	0 ( 0%)
Total	13 (100%)	28 (100%)	41 (100%)

Table 74 depicts the distribution of school allied professional certification in SY 05-06. Forty-seven percent (47%) of the school allied health professionals possessed the Guam Board License, while 53% held professional certification (speech/language pathologist).

<b>Table 74</b> <b>Guam Public School System</b> <b>SY 05-06 SCHOOL ALLIED PROFESSIONAL CERTIFICATION</b>			
<b>TYPE OF CERTIFICATION</b>	<b>Professional</b>	<b>Guam Board Licensed</b>	<b>Total</b>
Occupational Therapist I	0	0	0
Occupational Therapist II	0	2	2
Speech/Language Clinician	9	0	9
Speech/Language Pathologist	0	1	1
Physical Therapist I	0	1	1
Physical Therapist II	0	3	3
Audiologist	0	1	1
Total Count Allied Health Prof.	9	8	17
Percent Total Allied Health Prof.	53%	47%	100%

## Budget and Expenditure

The approved funding level for the GPSS in FY 2006 was \$160,014,360 million. This funding level was the highest so far in the last five years. However, while every effort was made over the years to maintain school facilities that were safe and conducive to learning, all schools were in dire need of repairs due to two typhoons that devastated the island a few years ago. Additionally, some schools are really old and require higher maintenance.

Figure 69 describes the department's comparative appropriations and expenditures from FY 2002 to FY 2006.

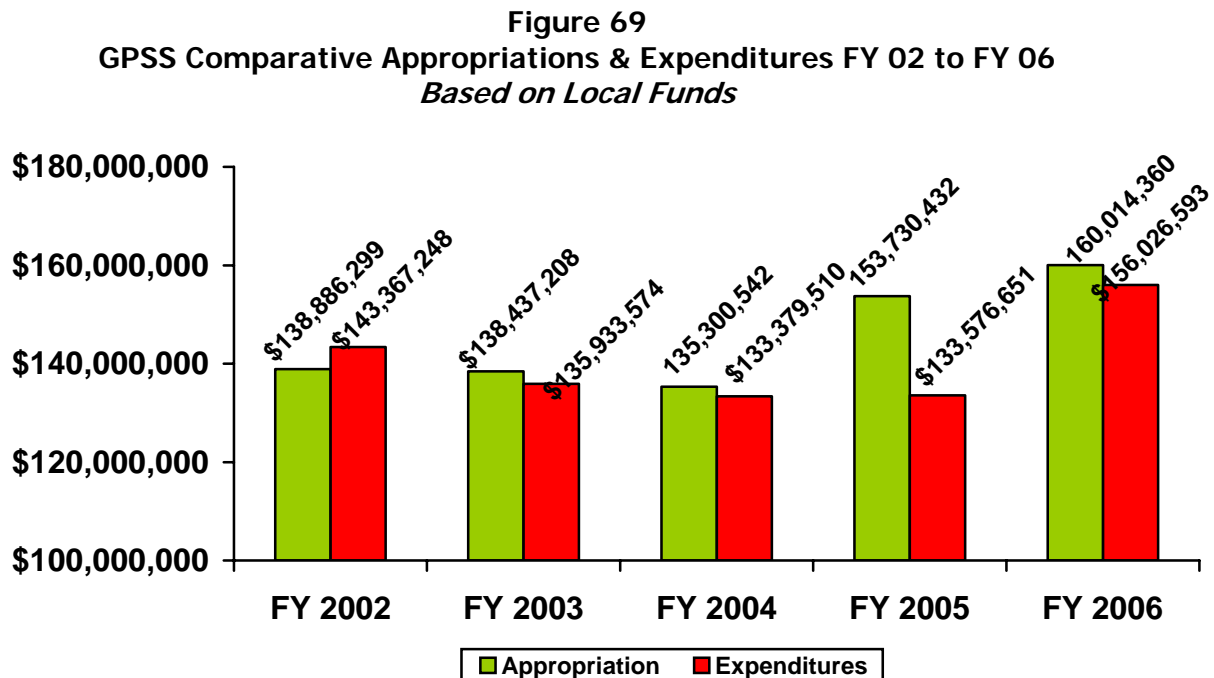


Figure 69 compares the department's appropriations and expenditures over a five-year period. Analysis of Figure 69 reveals that the Guam Public School System overspent the approved appropriations for Fiscal Years 2002, but began to be more fiscally responsible beginning in Fiscal-Year 2003 through 2006.

Table 75 depicts GPSS' approved appropriations by object category over the past five fiscal years.

**Table 75**  
**Guam Public School System**  
**Comparative Appropriations by Categories: FY 2002 to FY 2006**

<b>CATEGORIES</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>
Salaries and Benefits	\$133,320,640	\$133,922,812	119,750,000	134,115,528	133,391,025
Travel and Transportation	0	0	0	19,202	12,692
Contractual	0	0	4,000,000	4,730,886	8,748,887
Office Space Rental	0	0	0	0	0
Supplies and Materials	0	0	3,045,056	3,734,232	2,729,365
Equipment	0	0	5,486	883,630	1,850,198
Miscellaneous	0	0	0	110,000	321,096
Utilities	5,565,659	4,514,396	6,000,000	8,000,000	12,203,682
Capital Outlay	0	0	2,500,000	2,136,954	757,416
<b>Total Appropriations</b>	<b>\$138,886,299</b>	<b>\$138,437,208</b>	<b>135,300,542</b>	<b>153,730,432</b>	<b>160,014,360</b>

Examination of Table 75 shows that for FY 2006 \$133,391,025 (83%) of the approved appropriation was allotted for personnel (salaries and benefits), while the utilities comprise the second highest category (8%) of the total appropriation. The table also reveals that the approved appropriation for FY 2002 and FY 2003 were limited to personnel and utilities budget categories.

**Table 76**  
**Guam Public School System**  
**Comparative Expenditures by Categories: FY 2002 to FY 2006**

<b>CATEGORIES</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>
Salaries and Benefits	\$134,706,733	\$129,775,940	\$119,832,369	\$115,929,936	\$133,390,844
Travel and Transportation	0	0	7,060	14,500	11,407
Contractual	0	0	2,465,607	5,393,504	7,156,493
Office Space Rental	0	0	0	0	0
Supplies and Materials	4,573	0	1,169,221	2,525,167	2,048,320
Equipment	0	0	4,110	389,775	344,711
Miscellaneous	69,993	35,326	14,550	292,291	319,066
Utilities	8,585,949	6,122,309	9,870,626	7,802,863	12,202,542
Capital Outlay	0	0	15,964	1,228,615	553,210
<b>Total Expenditures</b>	<b>\$143,367,248</b>	<b>\$135,933,574</b>	<b>\$133,379,509</b>	<b>\$133,576,651</b>	<b>\$156,026,593</b>

Table 76 shows the comparative expenditures by budget categories from FY 2002 to FY 2006. Eighty-five percent (85%) of expenditures for FY 2006 were in salaries and benefits. This percentage was slightly lower compared to the prior year in which \$115,929,936 (87%) of the budget was spent for personnel.

The per pupil cost is depicted in Table 77. Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the average student daily membership (ADM). Table 77 shows that the per pupil cost for SY 05-06 was more compared to what was spent for each student in SY 01-02 through SY 04-05.

<b>Table 77</b> <b>Guam Public School System</b> <b>Per Pupil Cost Based On Expenditure of Local Funds</b>					
	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>
Expenditures	\$143,367,248	\$135,933,574	\$133,379,509	\$133,576,651	\$156,026,592.58
Average Daily Membership	31,802	31,107	30,175	30,327	30,461
<b>Per Pupil</b>	<b>\$4,508</b>	<b>\$4,370</b>	<b>\$4,420</b>	<b>\$4,405</b>	<b>\$5,122</b>

NOTE: The figures above do not include costs for transportation provided by the Department of Public Works.

## SCHOOL-WIDE INDICATOR SYSTEM

This section describes the development of indicators that provide information about the progress made in achieving educational outcomes and the state of education in general. The objectives are: (1) To adopt an indicator system that provides useful information to parents, students, teachers and policy makers for decision-making purposes and (2) To produce a yearly School Performance Report Card that reflects the progress of schools and the district in achieving educational goals.

The Annual School Progress Report Committee developed a list of education indicators, which was presented to principals and division heads for input. These performance classifications were derived from a number of education indicators including student performance in the district SAT9/10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 and P.L. 28-45. The overall performance grade that a school obtained in SY 2005-2006 was a weighted average of these numerical equivalents using a combination of the above-mentioned indicators appropriate for each level. Extra credit was given to schools that increased the percentage of students performing at the proficient and advanced levels by at least five percentage points compared to the previous school year.

The Guam Education Policy Board adopted the list of education indicators and criteria for grading school performance. The adopted education indicators and criteria for grading school performance are shown in Appendix I. SY 05-06 School Report Cards have been completed and posted on the GPSS website. The School Report Cards highlight demographics, student achievement, attendance rates, human resource, school expenditures and grades based on the requirements of P.L. 26-26.

Table 78 shows the distribution of the overall performance grade classification elementary, middle, and high schools according to the performance grade classifications stipulated in P.L. 26-26.

<b>Table 78</b> <b>SY 05-06 Distribution of School Performance Classification by Grade Levels</b>						
<b>GRADE LEVEL</b>	<b>Unacceptable</b>	<b>Low</b>	<b>Satisfactory</b>	<b>Strong</b>	<b>Exceptional</b>	<b>Row Total</b>
Elementary	0	7 (28%)	18 (72%)	0	0	25 (100%)
Middle	0	0 (0%)	7 (100%)	0	0	7 (100%)
High	0	2 (50%)	2 (50%)	0	0	4 (100%)
ALL Schools	0	9 (25%)	27 (75%)	0	0	36 (100%)

Table 78 shows that 2 high schools, all 7 (100%) of the middle schools and 18 (72%) elementary schools achieved a satisfactory rating. Notably, this is the first time that all 7 (100%) of the middle schools and at least 2 high schools achieved a satisfactory rating.

Table 79 shows the comparative distribution of performance classifications by grade level for SY 04-05 and SY 05-06.

<b>Table 79</b> <b>Comparative Distribution of Performance Classification by Grade Level:</b> <b>SY 04-05 and SY 05-06</b>						
<b>School Year</b>	<b>Unacceptable</b>	<b>Low</b>	<b>Satisfactory</b>	<b>Strong</b>	<b>Exceptional</b>	<b>ROW TOTAL</b>
<b>Elementary</b>						
SY 03-04	0	12 (48%)	13 (52%)	0	0	25 (100%)
SY 04-05	0	8 (32%)	17 (68%)	0	0	25 (100%)
SY 05-06	0	7 (28%)	18 (72%)	0	0	25 (100%)
<b>Middle</b>						
SY 03-04	0	7 (100%)	0	0	0	7 (100%)
SY 04-05	0	5 (71%)	2 (29%)	0	0	7 (100%)
SY 05-06	0	0 (0%)	7 (100%)	0	0	7 (100%)
<b>High</b>						
SY 03-04	0	4 (100%)	0	0	0	4 (100%)
SY 04-05	0	4 (100%)	0	0	0	4 (100%)
SY 05-06	0	2 (50%)	2 (50%)	0	0	4 (100%)
<b>ALL SCHOOLS</b>						
SY 03-04	0	23 (64%)	13 (36%)	0	0	36 (100%)
SY 04-05	0	17 (47%)	19 (53%)	0	0	36 (100%)
SY 05-06	0	9 (25%)	27 (75%)	0	0	36 (100%)

Examination of Table 79 reveals that 75% of all public schools achieved a “satisfactory” rating in SY 05-06. Overall, this represents a substantial increase over the previous school years. Middle schools demonstrated the most notable improvement given that in SY 05-06 100% of the schools scored a “satisfactory” rating, whereby in SY 03-04 all middle schools were in the low category. There were also 2 high schools that achieved satisfactory ratings. In the elementary schools, the number of schools that achieved a “satisfactory” rating increased by one.

As noted earlier, performance classifications were derived from a number of education indicators including student performance in the district SAT10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 & P.L. 28-45. The overall performance grade that a school obtained in SY 2005-2006 was a weighted average of the numerical equivalents using a combination of the above-mentioned indicators appropriate for each level.



Table 80 shows the comparison of each school's overall performance for SY 04-05 and SY 05-06. Examination of Table 80 reveals that of the total number of schools (36) the composite scores of 32 schools increased. One school, FB Leon Guerrero Middle School increased their composite score by at least 10 points. Two schools maintained their composite scores for both years.

Table 80 P.L. 26-26 Comparative School Composite Report Card Scores: SY 04-05 & SY 05-06			
SCHOOL	SY 04-05 REPORT CARD COMPOSITE SCORE	SY 05-06 REPORT CARD COMPOSITE SCORE	DIFFERENCE BETWEEN SY 04-05 & SY 05-06
George Washington HS	46	47	1
JF Kennedy HS	46	50	4
Simon Sanchez HS	46	50	4
Southern HS	44	45	1
Agueda Johnston MS	50	54	4
FB Leon Guerrero MS	48	58	10
Inarajan MS	49	52	3
Jose Rios MS	49	57	8
LP Untalan MS	53	55	2
Oceanview MS	48	53	5
Vicente Benavente MS	48	52	4
Agana Heights ES	55	63	8
As Tumbo ES	46	49	3
BP Carbullido ES	51	56	5
Chief Brodie Memorial	49	51	2
CL Taitano ES	50	54	4
Daniel L. Perez ES	52	51	-1
Finegayan ES	48	48	0
FQ Sanchez ES	51	48	-3
Harry S. Truman ES	53	56	3
HB Price ES	49	49	0
Inarajan ES	52	59	7
JM Guerrero ES	48	49	1
JQ San Miguel ES	50	55	5
Lyndon B. Johnson ES	63	66	3
MA Ulloa ES	51	54	3
Machananao ES	44	47	3
Marcial Sablan ES	47	50	3
Merizo ES	50	53	3
MU Lujan ES	53	55	2
Ordot Chalan Pago ES	51	56	5
PC Lujan ES	55	56	1
Talofofo ES	51	55	4
Tamuning ES	53	54	1
Upi ES	49	50	1
Wettengel ES	52	49	-3

A District Annual Report Card for SY 05-06 was also developed using the adopted education indicators and grading criteria. Table 81 presents the SY 05-06 District Performance Report. Examination of Table 81 shows that while the composite score/grade for the District is "Low" (41%), the student attendance rate was exceptional. A "strong" rating was achieved in student discipline. Satisfactory ratings were achieved by the first grade students in reading, and in the high school drop out rate and employee attendance rates. Low ratings were given to the district passing rate and cohort graduation rate. Most of the SAT10 results were given "low" or "unacceptable" ratings.

<b>Table 81</b>		
<b>SY 05-06 DISTRICT PERFORMANCE CARD</b>		
Performance Indicator	District Data	P.L. 26-26 Grade Classification
SAT10 Proficient and Advanced Levels		
Grade 1 Reading	57%	Satisfactory
Grade 1 Math	30%	Low
Grade 1 Language	9%	Unacceptable
Grade 2 Reading	20%	Low
Grade 2 Math	13%	Low
Grade 2 Language	4%	Unacceptable
Grade 3 Reading	18%	Low
Grade 3 Math	11%	Low
Grade 3 Language	10%	Low
Grade 4 Reading	19%	Low
Grade 4 Math	12%	Low
Grade 4 Language	14%	Low
Grade 5 Reading	8%	Unacceptable
Grade 5 Math	7%	Unacceptable
Grade 5 Language	11%	Low
Grade 6 Reading	13%	Low
Grade 6 Math	6%	Unacceptable
Grade 6 Language	12%	Low
Grade 7 Reading	12%	Low
Grade 7 Math	4%	Unacceptable
Grade 7 Language	14%	Low
Grade 8 Reading	14%	Low
Grade 8 Math	4%	Unacceptable
Grade 8 Language	13%	Low
Grade 9 Reading	7%	Unacceptable
Grade 9 Math	2%	Unacceptable
Grade 9 Language	4%	Unacceptable
Grade 10 Reading	8%	Unacceptable
Grade 10 Math	1%	Unacceptable
Grade 10 Language	3%	Unacceptable
Grade 11 Reading	8%	Unacceptable
Grade 11 Math	1%	Unacceptable
Grade 11 Language	3%	Unacceptable
Grade 12 Reading	14%	Low
Grade 12 Math	2%	Unacceptable
Grade 12 Language	5%	Unacceptable
District Passing Rate	81%	Low
Cohort Graduation Rate	64.2%	Low
Annual Dropout Rate	6.4%	Satisfactory
Student Discipline Rate	12%	Strong
Student Attendance Rate	93%	Exceptional
Employee Attendance Rate	90%	Satisfactory
<b>Composite Score/Grade</b>	<b>41%</b>	<b>Low</b>

## SY 05-06 EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

**P.L. 26-26 Section 3106 (vi)** Requires GPSS to cite examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved learning. The following section highlights exemplary programs, proven practices, programs designed to reduce costs or other innovations in education reported by schools. It should be noted that the submissions from schools were accepted without a formal review to validate the reports.

High School	
George Washington High School	<ul style="list-style-type: none"> <li>School partnership with village Mayors for Alternative Disciplinary Action</li> <li>A&amp;B Honor every Semester Publication</li> <li>GWHS online website (<a href="http://www.gdoe.net/gwhs">www.gdoe.net/gwhs</a>, <a href="http://www.yourhomework.com">www.yourhomework.com</a>, <a href="mailto:gwhsguam@yahoo.com">gwhsguam@yahoo.com</a>)</li> <li>Marine Mania Recycling Program and Guam EPA Steward Award</li> <li>Fishbowl Competition Grand Prize winner</li> <li>Intramurals Program</li> <li>Quarterly Seminar for parents</li> <li>Counseling Career Center</li> <li>Tri-M Music Honor Society</li> </ul>
John F. Kennedy High School	<ul style="list-style-type: none"> <li>Partnered with Marriott Hotel to provide complimentary rooms for students to take standardized tests (AP Exam, SAT, PSAT, etc.)</li> <li>A Guam History Teacher Module Workbook was selected by GPSS as supplemental resource material for the Guam History class</li> </ul>
Simon Sanchez High School	<ul style="list-style-type: none"> <li>Celebration of Scholars</li> <li>Partnerships with private businesses allow for funding to print school planners</li> <li>Outsourcing of the cafeteria</li> <li>Outsourcing of grass cutting services, Outsourcing of foot patrol has cut down on vandalism/graffiti.</li> </ul>
Southern High School	<ul style="list-style-type: none"> <li>Teachers conducting class during their prep period</li> <li>Monthly cleanup from volunteers</li> <li>Community and business partners are invited to support the school</li> <li>Support staff and assistance from the village major and the community volunteer to clean and paint the school</li> </ul>
Middle Schools	
Agueda Johnston Middle School	<ul style="list-style-type: none"> <li>The Ordot/Chalan Pago Mayor's Office has provided AJMS with support in cutting the grass at the soccer field for the students to play. Although there was a contract for grass-cutting, sometimes the contractor would cut at the wrong time</li> </ul>
Vicente S. Benavente Middle School	<ul style="list-style-type: none"> <li>Provided Saturday Scholars Tutorial Program</li> <li>Effectively implemented a Summer School Program for below average students</li> <li>Top three categories, Island-wide Science Fair</li> <li>Community Partnerships w/NCTAMS and mayor's office to improve facility</li> </ul>

<b>Middle Schools</b>	
F. B. Leon Guerrero Middle School	<ul style="list-style-type: none"> <li>• School recognized for full (100%) compliance in Special Education IEPs.</li> <li>• Scored second highest GPSS-wide in at least 5 content areas for the 7th grade</li> <li>• Scored highest GPSS-wide in 6th grade in most content areas</li> <li>• One of two schools that scored among the highest across the school system in 8th grade in most content areas</li> <li>• Strong Interscholastics program</li> </ul>
Inarajan Middle School	<ul style="list-style-type: none"> <li>• 100% of 8<sup>th</sup> grade students promoted to high school</li> <li>• Worked with military and other community partners to beautify school (Summer 2005)</li> <li>• School enforces energy conservation efforts daily by powering down all equipment, etc.</li> </ul>
Jose Rios Middle School	<ul style="list-style-type: none"> <li>• Identification of a new teacher mentorship program to be fully implemented for the up coming school year</li> <li>• Installation of new computers and printers for Reading and language arts class</li> <li>• Recipient of Project Hatsa grant to write curriculums</li> </ul>
Oceanview Middle School	<ul style="list-style-type: none"> <li>• Only middle school in (Reading First/Direct Instruction) mastery to achieve 76% in first quarter and 89% in second quarter</li> </ul>
Untalan Middle School	<ul style="list-style-type: none"> <li>• Homework Help/Hotline: Students receive homework assistance from certificated personnel Mondays to Thursdays</li> </ul>
<b>Elementary Schools</b>	
Agana Heights Elementary School	<ul style="list-style-type: none"> <li>• Adopt-A-School Program in collaboration with Department of Corrections, Guam Judiciary Center and the Navy.</li> </ul>
As Tumbo Elementary School	No information provided
B.P. Carbullido Elementary School	<ul style="list-style-type: none"> <li>• PTO purchased Homework Planners for all students and teachers</li> <li>• IFS Fund Raising for End-of-the-Year Awards</li> <li>• Recruitment of volunteers to clean and improve school campus to include parents, PTO, GEPA, Mayor's office, Military Explosive Ordinance Disposal (EOD) Mobile Unit 5, CES Faculty &amp; staff, Navy Seabees</li> </ul>

Elementary Schools	
Chief Brodie Memorial Elementary School	<ul style="list-style-type: none"> <li>• Approved Hatsa Grant, funded Professional Development and Technology</li> <li>• The Bee Hive, school revitalization project</li> <li>• Cost cutting measures to improve school campus facility in conjunction with PTA and volunteers from Seabees, businesses and other community partners</li> <li>• Development of the school website</li> </ul>
C.L. Taitano Elementary School	<ul style="list-style-type: none"> <li>• Project Hatsa Mini-Grants</li> <li>• Spring Mini Play Production</li> <li>• Family Fun Fair</li> <li>• Summer Adventures Book Authored by Summer School Students</li> <li>• Power conservation efforts being enforced on campus</li> </ul>
Daniel L. Perez Elementary School	<ul style="list-style-type: none"> <li>• Energy conservation practices such as, exterior lights are turned off at nights and A/C units turned off after instructional hours</li> </ul>
Finegayan Elementary School	<ul style="list-style-type: none"> <li>• School building maintenance and beautification by administration, staff, parents, students, teachers, and other volunteers</li> <li>• Maximization of Resources</li> <li>• Power conservation measures</li> <li>• Support from PTO</li> <li>• Direct Instruction In-service Training for Teachers &amp; T.A.</li> </ul>
FQ Sanchez Elementary School	<ul style="list-style-type: none"> <li>• Donations from private businesses for various school activities. Prize(s) donations from Kathy's Mini Mart (Merizo) for In-School Contests</li> <li>• Mayor Daniel Sanchez paid for land excavation beside the school to alleviate the flooding problem</li> <li>• Donations for water &amp; cups to help during the school's water shortage</li> </ul>
Harry Truman Elementary School	<ul style="list-style-type: none"> <li>• Adopt-A-School Program</li> </ul>
Inarajan Elementary School	<ul style="list-style-type: none"> <li>• Nature Trail Project</li> <li>• Fundraising with IFS to assist the school to build student fund to assist with supplies and materials for students</li> <li>• HATSA Mini-grant approval (Teacher Enhancement and Technology)</li> <li>• Certified teacher in every classroom</li> <li>• Reward Center</li> <li>• Technology Plan Submission</li> <li>• Established Teacher Bulletin</li> <li>• SAT10 Item Analysis Review and Alignment</li> <li>• Established a Parent Resource Room</li> <li>• Monthly newsletters sponsored by grade level groups</li> </ul>

Elementary Schools	
Juan M. Guerrero Elementary School	<ul style="list-style-type: none"> <li>• Parental Involvement, the school's PTAC helped each grade level raise money to purchase needed supplies such as TVs, VCRs, CD players and other supplies needed to effectively teach their students</li> </ul>
JQ San Miguel Elementary School	<ul style="list-style-type: none"> <li>• Cost saving measures such as using school aides to substitute for teachers</li> <li>• PTA solicited from community paint and supplies</li> <li>• GPSS operated cafeteria for school year saving on outsource funding</li> <li>• Built basketball court for primary grades with help from the community</li> </ul>
Lyndon B. Johnson Elementary School	<ul style="list-style-type: none"> <li>• After a mid-term visit during SY 2004-05, LBJ retained its six-year accreditation term. The visiting committee report gave LBJ Elementary an "Exemplary" rating with the comment that "Lyndon Baines Johnson Elementary School was simply an outstanding school in every respect"</li> <li>• The human resources at LBJ was maximized each work day so that the need to tap into the limited district resource was minimal</li> </ul>
Maria Ulloa Elementary School	<ul style="list-style-type: none"> <li>• Energy conservation and MAUES establishing the solar energy for water heater in school cafeteria</li> <li>• Clean up of school campus and facility such as painting, cleaning of restrooms etc.</li> <li>• Installation of donated computers and programs</li> </ul>
Machananao Elementary School	<ul style="list-style-type: none"> <li>• Hurricane Katrina collection</li> <li>• Marianas Variety article</li> <li>• Hosted GEPB Meeting</li> </ul>
Marcial Sablan Elementary School	<ul style="list-style-type: none"> <li>• Guam Humanities Council, Motherread/Fatheread Program</li> <li>• Project Hatsa Grant Recipient</li> </ul>
Merizo Martyrs Elementary School	<ul style="list-style-type: none"> <li>• Shared special program services and teaching positions with F.Q. Sanchez Elementary School without jeopardizing student achievement</li> <li>• Solicited GPA in providing minor repairs and preventative maintenance to school building prior to opening of school</li> <li>• Decreased financial expenditures by utilizing aides within the classroom instead of hiring a substitute teacher</li> </ul>
M.U. Lujan Elementary School	<ul style="list-style-type: none"> <li>• School Received an "A" Rating for its Buildings &amp; Grounds</li> <li>• Continued school sessions despite no power/no water due to school's emergency plan</li> <li>• Adopt-A-School, school readiness</li> <li>• Thanksgiving donation (food) - Mayor</li> </ul>
Ordot/Chalan Pago Elementary School	<ul style="list-style-type: none"> <li>• Working relationship w/military and other community partners to spruce up school facility (painting)</li> <li>• Adopt-A-School</li> <li>• Playground equipment funded by USDA and PTO</li> <li>• Enforcement of energy conservation measures</li> <li>• Home School Connection grant</li> <li>• Used school aides to substitute for absent teachers</li> </ul>

Elementary Schools	
Pedro C. Lujan Elementary School	<ul style="list-style-type: none"> <li>• WASC Accreditation</li> <li>• Halsa Grant Approval (for the Computer Training &amp; Educational software)</li> <li>• Satisfactory Rating in our GPSS School Report Card</li> <li>• Employee attendance rating</li> <li>• Student attendance rating</li> <li>• Student Behavior/Discipline</li> <li>• K-4 Student passing</li> <li>• 5<sup>th</sup> grade student passing</li> <li>• Direct Instruction Mastery of Skills, 75% mark</li> </ul>
H. B. Price Elementary	<ul style="list-style-type: none"> <li>• Partners in school readiness contributed a total of 500 hours, water blasting roof, sidewalks and walls. This includes ground maintenance, leading to a savings of \$6,000 for GPSS</li> <li>• Mangilao Improvement Club donated a thousand dollars worth of sports equipment—2nd year in a row</li> </ul>
Talofofo Elementary School	<ul style="list-style-type: none"> <li>• Partnership w/community partners, business and gov't. to improve school facility, Project A-B-C</li> <li>• Power conservation efforts by turning off air conditioners and lights at the end of each day</li> </ul>
Tamuning Elementary School	<ul style="list-style-type: none"> <li>• Accreditation status extended to June 2008</li> <li>• Hurricane Katrina Relief Drive</li> <li>• Energy Hog Day</li> <li>• UNICEF – monetary donations</li> <li>• Salvation Army – donated canned goods and clothing</li> </ul>
Upi Elementary School	<ul style="list-style-type: none"> <li>• Approved Forwarders of Guam donation of classroom supplies &amp; cleaning materials</li> <li>• Pac Sports donation of uniform shorts</li> <li>• Borrowed folding chairs from As Tumbo Elem.</li> <li>• Use of Yigo gym for 5th grade promotion</li> <li>• GTA &amp; AAFB 316 Maintenance Squadron helped with preparing for the opening of school</li> <li>• Foremost donated school banners</li> <li>• PTO donated food and gifts for the faculty and staff appreciation week</li> </ul>
Wettengel Elementary School	<ul style="list-style-type: none"> <li>• Accreditation reaffirmed through end of June 2008 (six-year term)</li> <li>• American Red Cross Tsunami Relief Coin Drive, raised \$1,700</li> <li>• Adopt-A-School Program</li> <li>• Summer School Program worked w/KGTF, Project REACH OUT</li> <li>• Project G.O.A.L.</li> <li>• Five-year Library Plan</li> <li>• Class size reduction, federally funded program</li> <li>• Home School Connection</li> </ul>

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## **APPENDIX I**



**GUAM EDUCATION POLICY BOARD**

**SUMMARY OF PROPOSED REVISIONS TO SCHOOL GRADING CRITERIA**

- 1. Language will be added to the list of Student Performance Indicators (P.L. 26-26)**
- 2. Grades 2, 4, 6, 8 and 12 will be added to the list of Performance Indicators**
- 3. Student Promotion Rate for Grades 5 and 8 will be added respectively to the elementary and middle school Student Performance Indicators**

**Graduation Rate**

- 5. Rubric for 'Exceptional', 'Strong', 'Satisfactory', 'Low' and 'Exceptional' will be revised so that each category is comprised of numerical values. Other conditions will be deleted and addressed under Levels of Improvement**
- 6. Levels of Improvement will be added to encourage schools to increase the % of students more of what is expected will be given 1 bonus point; Schools that increase the percentage at levels 2 & 4 by less than 50% of what is expected will be given .5 point.**

GUAM EDUCATION POLICY BOARD  
School Performance Report Criteria

**REVISED AUGUST 24, 2005**

**GRADING CRITERIA FOR HIGH SCHOOLS**

<b>PERFORMANCE Indicator</b>	<b>Indicator Weight</b>	<b>Exceptional (1.0)</b>	<b>Strong (0.8)</b>	<b>Satisfactory (0.6)</b>	<b>Low (0.4)</b>	<b>Unacceptable (0.2)</b>
Reading % of Grade 9 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 9 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 9 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 10 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 10 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 10 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 11 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 11 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 11 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 12 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 12 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 12 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Annual Dropout Rate	7.0%	3% or less	4-5%	6-9%	10-15%	More than 15%
Passing Rate	8.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Cohort Graduation Rate	7.0%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Student Discipline (suspended, expelled, etc)	7.5%	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	7.5%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Employee Attendance Rate	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%

GUAM EDUCATION POLICY BOARD  
School Performance Report Criteria

**REVISED AUGUST 24, 2005**

**GRADING CRITERIA FOR MIDDLE SCHOOLS**

<b>Performance Indicator</b>	<b>Indicator Weight</b>	<b>Exceptional (1.0)</b>	<b>Strong (0.8)</b>	<b>Satisfactory (0.6)</b>	<b>Low (0.4)</b>	<b>Unacceptable (0.2)</b>
Reading % of Grade 6 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 6 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 6 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 7 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 7 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 7 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 8 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 8 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 8 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
8th Grade Promotion Rate	10.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Passing Rate	10.5%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Discipline(suspended, expelled, etc)	7.5%	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	7.5%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Employee Attendance Rate	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%

GUAM EDUCATION POLICY BOARD  
School Performance Report Criteria

**REVISED AUGUST 24, 2005**

**GRADING CRITERIA FOR ELEMENTARY SCHOOLS**

<b>Performance Indicator</b>	<b>Indicator Weight</b>	<b>Exceptional (1.0)</b>	<b>Strong (0.8)</b>	<b>Satisfactory (0.6)</b>	<b>Low (0.4)</b>	<b>Unacceptable (0.2)</b>
Reading % of Grade 1 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 1 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 1 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 2 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 2 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 2 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 3 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 3 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 3 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 4 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 4 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 4 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 5 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 5 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 5 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Passing Rate	5.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
5th Grade Promotion Rate	5.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Discipline	7.5%	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	7.5%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Employee Attendance Rate	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%
School Improvement Plan	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%